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ABSTRACT

Suggestions for establishing children's library programs in the Cumberland County, North Carolina, library system include descriptions of types of audiences, types of programs, and elements of programs. Selection guidelines for topics and materials cover the following areas: (1) art projects; (2) costumes; (3) creative dramatics; (4) drawing; (5) fingerplays (hand motor activities set to rhyme); (6) flannelboard stories (using colored felt to represent elements of a story); (7) music and songs; (8) picturebooks; (9) props that introduce or are used during stories and other program elements; (10) puppets; (11) traditional storytelling; (12) unifying program elements (a prop or device used at the beginning and perhaps at the closing of each program). Additional sections discuss creative uses of audiovisual equipment; explain the evaluation process for programmers in Cumberland County; discuss common audience problems (e.g., noisy adults during the children's programs) and ways to handle them (e.g., speak to the adults and explain that the background noise interferes with the children's enjoyment of the program); and summer reading clubs and programs. An appendix includes copies of publicity materials and forms for evaluating the preschool program. The remainder of the guide--more than half of it--is a bibliography which lists aids for the selection of children's books and magazines and reference books to support the 12 previously listed topics. (SD)

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CHILDREN'S PROGRAMMING GUIDELINES

by the

Children's Services Staff

of the

Cumberland County Public Library and Information Center

Cumberland County Public Library and Information Center

Fayetteville, North Carolina

1988

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Introduction

The Cumberland County Public Library & Information Center Mission Statement states that "we are the children's door to learning. Our goal is to stimulate children's intellectual curiosity about the world around them and instill a love of reading and preparation for life-long learning."

To fulfill these goals, CCPL&IC offers:

- programs for toddlers (ages 18-36 months) lasting 20 minutes
- programs for preschoolers (ages 3-5) lasting 30 minutes
- programs for school age children (K-6th grade) lasting 30-45 minutes.

Definition of a Program - any activity conducted by the library for a group of children.

Types of Audiences

- toddlers, preschoolers and school age children attending in-house public programs.
- daycare centers, school groups and community groups visiting the library or being visited by a library staff member.

Types of Programs

- storyhours
- puppet shows
- art and craft projects
- theatrical presentations
- musical performances
- book talks
- other related programs

Elements of programs

- books
- flannelboard stories
- fingerplays
- draw & tell and cut & tell stories
- puppets
- songs and music
- arts and crafts
- acting stories
- traditional storytelling
- other related elements

Benefits of Programs

Children's programs help to fulfill the library's mission of "informing and enlightening" the public by educating and entertaining children. The programs enhance children's skills in the following areas:

Intellectual Benefits

- gives books, reading and libraries a positive connotation
- expands knowledge of people, places, ideas, things
- teaches concepts (numbers, letters, sizes, etc.)
- enhances receptive language development skills
- develops memorization skills, i.e., in repeating rhymes and catchphrases

Cultural Benefits

- gives exposure to quality literature and poetry
- gives exposure to traditional tales of many cultures
- aids appreciation of other cultures and ways of life
- enhances appreciation of fine art work

Social Benefits

- allows participation in a group activity with peers
- develops an attention span
- improves the ability to sit quietly
- enhances listening skills
- aids ability to be apart from the parent for a while without anxiety
- teaches about cause and effect, problem solving, feelings, relationships, fitting into society, and other concepts, as experienced by characters in stories

Recreational Benefits

- entertains the children
- stimulates the imagination

Hints for Successful Programs

1. Plan a series of programs at one time. This allows you to have publicity forms prepared in advance, films or other media booked and previewed, and supplies ordered. It also ensures theme variety from week to week. Planning a series also saves time and increases efficiency, (e.g., go through a fingerplay book once with ten different themes in mind, rather than going through it ten different times).
2. Preplan the program's purpose and list all needed materials (including the magic marker for a draw and tell story or the lyrics for a song).
3. Preplan the order in which elements will be used.
4. Plan the dialog or props to help the flow from one activity to the next.
5. Unify each program with a common theme, but vary the plots and details of each portion of the program. The same book or story should not be used in the same session, and the same story or book should not be used more than once during a year at the same location with the same group or at the same time slot.
6. If certain equipment is needed at the branch, reserve ahead of time from the Audiovisual Department.
7. When using a film or filmstrip, have it threaded and ready to roll in the projector before the program. As with books and stories, the same films or filmstrips should not be used more than once a year with the same group or at the same time slot at any location.
8. Vary the types of activities and the length of each activity to avoid monotony.
9. Include some audience participation elements.
10. Rehearse. Have all materials arranged in the order in which they will be used in advance. Occasionally have someone critique the rehearsal.
11. Present each program in the same location (chosen for its pleasant environment and lack of distractions to provide continuity and security for the children).
12. When traveling from one branch to another, pack all necessary materials and have them arranged in the order in which they will be needed.
13. Make a checklist to ensure that nothing is forgotten.
14. Set up the room for the program 30 minutes in advance. Establish viewing area by setting out mats, arranging chairs or by marking off an area with tape.

Hints for Successful Programs (cont.)

15. Arrange room so that children have a minimum of distractions, e.g., are facing away from the door or window.
16. The programmer should use a chair which is slightly elevated. This will enable all children to see the pictures in the books, but still allow the programmer to be close enough to share effectively. A child-size chair or a stool is a good height.
17. Greet children before the program. When a class or other scheduled group arrives, greet at the front entrance to make them feel welcome.
18. If possible, have the children in the children's room of the library utilizing materials before the program.
19. To avoid restlessness, do not lead the children to the program room until the program is ready to begin.
20. Share books with the children after the program. Greeting and sharing books reinforces and extends the enjoyment of reading.
21. After performing a program, use knowledge gained from the children's reactions to modify the program before a second performance.
22. When showing films or filmstrips, the programmer should watch the film with interest. Reading a book or doing paperwork detracts from the children's enjoyment.

Selection Guidelines for Topics and Materials

Topics and materials should always be selected with the needs and interests of the audience in mind. Ideas for themes may be obtained from teachers, children and other programmers. Other programmers are also a source for materials and resources which may be borrowed from their personal collections.

Topic Selection

Audience factors

- age of the group
- motor development of the group
- cognitive development of the group
- attention span of the age group
- socio/economic and cultural background of the group
- number of children expected to attend

Other factors

- the season of the year
- upcoming holidays
- trends and fads of interest to the children
- local events or celebrations
- allotted time for program
- available space and setting

Materials Selection

Materials selection should be governed by the characteristics of the audience. Some characteristics are listed above. In addition, specific points on various types of materials are listed under the "Techniques" section. Titles which are helpful in selecting themes and materials are listed in the Bibliography.

Types of materials

- books
- flannelboards
- traditional stories
- music
- poems
- crafts
- fingerplays
- puppets
- action stories
- audiovisual materials
- creative uses of audiovisual materials

Techniques for Children's Programming

The following is a list of techniques useful for children's programming. It mentions their unique benefits to children (beyond those already cited), notes examples, and lists useful hints for working with these techniques. Consult the bibliography for further ideas.

ART PROJECTS

Definition - any activities in which children are drawing or creating something themselves, using any number of arts and crafts materials.

Benefits

- can add variety to a program and relate to its theme
- can teach about various subjects and cultures
- can give an appreciation of art and art history, and an aesthetic sensibility
- can teach various art techniques and the use of many materials
- can enhance fine motor skills
- can develop the imagination and inspire creativity and self-expression
- can create library displays that enrich the library environment, make it more inviting and make the children feel that they are a part of the library
- can give children useful or decorative objects for their homes, or to give as gifts to others
- can enhance writing skills
- are fun for children
- can develop independent decision-making and encourage children not be afraid to try something
- can give children the satisfaction of having produced something themselves

Examples

- drawing projects (illustrating voices, styles, time periods, or subject matter)
- construction projects (creating puppets, masks, diarams, etc.)
- writing projects (assembling books, newspapers, poetry collections, book reviews, etc.)

Sample Materials

- lined paper, colored paper
- pencils, colored pencils, crayons, markers, paint, chalk
- erasers, rulers, scissors, hole punches, staplers, brushes
- tape, glue
- colored tissues, cellophanes, foils, felts, cloth scraps
- yarn, ribbon
- socks, sparkles

Hints

1. Projects should be carefully preplanned, including the objectives, a list of all needed materials, the steps for doing the project, and any introductory dialog that will get the children interested (possibly including books to read, the history of the item to be made, etc.)
2. Always make a sample to show the children and demonstrate the steps during the first part of the program. If you make the sample first, you are able to isolate the steps and preparations involved in the project, and create a more cohesive program.
3. Try to avoid prefabricated projects such as mimeographed pictures and patterns for tracing. These stifle creativity, imply that there are "right" ways and "wrong" ways to create art and result in cookie-cutter projects. Prefabricated projects are contrary to the goals and benefits of any involvement in art, and they make children feel as if they have failed if their projects do not turn out "just like everyone else's."
4. For project ideas, look at craft books and themes in books such as Chase's Calendar of Events. Develop your own imagination by examining random materials and listing every conceivable use for them.
5. Art projects can be built around the central theme of the program, or they may actually be the central theme of the program.
6. Don't be afraid to tackle unusual projects. Don't feel that you must be an "artist" to inspire children to be creative.
7. Rehearse oral parts of the program in advance.
8. Avoid projects which are too messy, costly, unsafe, complex or delicate. Gear each of these factors to the age group.
9. Carefully organize materials and set up the work space in advance. Have extra materials on hand for any size crowd which may show up.
10. Center any materials which the children must share.
11. Less glue will be wasted if only the programmer handles the glue bottle and refills a few paperplates which the children can share, and can dip in popsicle sticks to avoid messy hands.
12. Have papertowels on hand for any spills.

Hints (cont.)

13. Protect floors and tables from messy materials and keep all scraps on one easy-to-clean surface.
14. Have books on the subject available for checking out.
15. When nonstock or regular supplies must be ordered, allow 2-3 months for their arrival.
16. Keep the children motivated during the project, encouraging them to take risks, test things and use their own ideas. Positively reinforce them during the project.
17. Carefully clean up from projects immediately, reorganizing each object in the materials box for easy access during future projects. Resharpen pencils and replace depleted supplies.

COSTUMES

Definition - any clothing or accessories worn to create a living character or to relate to a program theme.

Benefits

- pulls the elements of a program together
- adds life, fun and imagination to program
- excites the children and makes them curious about the events to come
- creates an overall atmosphere for a program

Examples

- generic "storyteller" outfits, such as a Mother Goose costume, or a skirt with large pockets from which to pull out props
- silly outfits (jester, clown)
- spooky outfits (witch, ghou)
- animal outfits (rabbit, dog)
- inanimate object outfits (Statue of Liberty, house)
- national outfits (Japan, Mexico)
- historical outfits (Victorian, medieval)
- community people outfits (policeman, jogger)
- storybook characters (Pippi Longstocking, Snow White)

Hints

1. Old clothing and junk jewelry can be modified to become costumes.
2. Second-hand clothing stores and tag sales are great sources of authentic looking outfits.

Hints (cont.)

3. Simple tunic-style costumes can easily be sewn or even pinned together.
4. Odds and ends such as aluminum foil, pillow cases, styrofoam pieces and paperplates can be useful.
5. A simple hat or mask can give the impression of an outfit.
6. One basic piece of clothing can be recycled for several different costumes.
7. Halloween is a great time to pick up various masks and accessories for year-around use.
8. Fad items such as deellie boppers can be used in years to come, when children have forgotten about them and will wonder where you got them.
9. Collect costume pieces and accessories and organize them by category, i.e., skirts, masks, etc.
10. Puppets can wear costumes, too.
11. Kids respond wonderfully to costumes!

CREATIVE DRAMATICS

<u>Definition</u>	- stories which are acted out by the storyteller or by children in the audience
<u>Benefits</u>	- brings stories to life - encourage participation and cooperation - improves socialization - sparks imaginative role playing - decreases inhibitions when around strangers - encourages self-expression
<u>Examples</u>	- one person tells or reads a story while another mimes to the story - several people mime a situation or ad lib the appropriate dialog - children represent characters in a story and simply stand at the front of the room dressed as them, or speak their ad-libbed lines between the storyteller's narration - a skit is performed - a story is read to the children, and then children and storyteller act out the story together

Hints for Creative Dramatics

1. Stick to stories with very simple plot lines or action.
2. Use stories which lend themselves to a buildup of characters, but the characters should need to do nothing complicated. For example, The Big Turnip and The Golden Goose work very well.
3. Music may enhance a skit or activity.
4. Masks, hats and props relevant to each character promote the theatrical illusion and adds to the fun and humor.

READER'S THEATER

Definition - "Reader's Theater is a form of oral presentation with an emphasis on reading aloud rather than on memorization." (Bauer, Presenting Reader's Theater, P.2) Props, costumes, and stage settings can be added, but they are not necessary.

Benefits -

1. Children are exposed to different types of literature.
2. Children practice their reading.
3. Develop poise and stage presence.
4. Less intimidating because there is no memorization.
5. Social interaction with cast members and librarian.
6. No costumes or scenery.
7. Develops a fun and positive image of the library.
8. Encourages reading.

Hints

1. Pick a script. Scripts can be chosen for different age levels. K-2, 3-4, 5-6.
2. Sources for good scripts are plays, folktales, fairytales, and Easy books. Please consult the bibliography for suggested titles.
3. Build around a central theme, or do favorite stories.
4. Plan to have an assistant at all practices and performances.
5. Retype the script or blow it up to enlarge print. Make a copy for each cast member with extras.
6. Decide on age group, divide up script parts, and decide how many children are needed.
7. To reinforce pages, line the side with book tape before punching paper holes.

Hints cont.

8. Collect enough spiral notebooks for each person. Put script inside. After the program performance, each child may keep his script, but must return the spiral notebooks. You may be able to put them in paper folders for them to take home.
9. Highlight each part and the chorus. Number each notebook with the appropriate part number. After you read the scripts over with the children, assign parts and switch notebooks so each child has the notebook with the correct part highlighted.
10. Plan each practice's agenda and timetable.
11. Allow time for silent reading of the entire script and round robin reading. This familiarizes everyone with the script and relaxes them.
12. Plan introduction and get-to-know-you activities.
13. Plan for breaks during the practice. Bathroom, drinks as well as physical movements, stretches, and exercises. (Ask them to read over their parts while you work with other children on their parts.)
14. Type up a letter to be distributed to parents.
15. Type up a sign-up or registration sheet.
16. Send publicity to the community relations office.
17. Have someone else help judge the reading abilities and help assign parts.
18. Make a poster or banner for advertisement and hand out certificates at the end.
19. Encourage the children to speak up. Have them tilt their notebook up so that their voices project out to the audience.
20. Go over pronunciations, phrasing, and talk about characters.
21. Choose background music to play as the audience is taking their seat.
22. Choose a back up person for someone if they are having trouble keeping up with their part.
23. Be prepared for someone not showing up the day of the performance. Either take the part yourself, or assign it to another cast member.
24. Practice sessions of 2 hours twice a week and practicing one hour before performance works well. A good 30 minute performance can be prepared in one weeks time.

Example

Sample Program

Theme: Baseball Title: "Batters Up!"

Script: Scene from "You're A Good Man Charlie Brown" - T.E.A.M., and "Casey At The Bat". Finale: "Take Me Out To The Ballgame".

Suggestions for letter to parents:

Ban parents from rehearsals because children participate more freely without their influence. State practice sessions dates and times. State performance date and time. Explain what Reader's Theater is and what is expected of their children.
(See sample letter)

DRAW & TELL/CUT & TELL STORIES

Definition - a method of sharing stories which involves drawing a picture or cutting a picture out of paper.

Benefits - stimulates a child's curiosity as he/she anticipates the outcome of the picture or figure.
 - encourages the imagination
 - serves as a break or change-up during the program

Hints

1. Lightly sketch the figure on your paper before cutting or drawing.
2. Practice several times before using to make sure the story flows.
3. Hold your hand and the paper so that the children can see.
4. Tape drawing paper on the flannelboard or use a clipboard for stability.
5. For variety, use colored markers.
6. As an extra activity, school-age children can participate by drawing the story when retold by the storyteller.

FINGERPLAYS

Definition - hand motor activities set to rhyme

Benefits

- develops dexterity and eye-hand coordination
- serves as a basic introduction to poetry
- links two activities together
- gets children involved; encourages participation
- lets children release pent-up restlessness

Hints for Fingerplays

1. Connect rhyme with the central program theme, a book, or a flannelboard story.
2. Go through the rhyme once; then ask the children to do it with you, and repeat.
3. To reinforce a finger rhyme, use it throughout the program, e.g., opening, closing.
4. Set the rhyme to music.
5. Use objects, felt or other materials to help with the rhyme, e.g., five little elephants placed on a flannelboard could introduce the rhyme.

FLANNELBOARD STORIES

Definition - stories using colored felt or Pellon figures to represent the elements of a story, rhyme or poem

Benefits

- gives children the opportunity to use their imaginations
- the flannel pieces allow children the chance to develop their listening skills
- provides children with visually attractive objects which allow them to identify with the story
- reinforces concepts such as size, color and counting

Hints for Making Flannelboard

1. Flannel stories may be purchased commercially-made. The Bibliography includes many sources for easy-to-make patterns.
2. Picturebooks are often the best source for patterns. Select patterns which can be easily seen and which are not too detailed. Coloring books are also a good source for patterns.
3. When coloring the pieces, use markers or crayons which will not bleed, run or fade.
4. When making pieces from Pellon, color on the smooth side of the fabric.
5. Stories and rhymes suitable for the flannelboard can be found in Kidstuff, in the 745's, the 793's, and the 392's. Many sources for flannelboard stories are listed in the Bibliography.

MUSIC AND SONGS

Definition - Music and songs can include background music from records and tapes, songs in picturebook form, singing with and without puppets, chanting set to a rhythm, creating music from rhythm band instruments, and playing musical instruments. Poetry and repetitive passages in books lend themselves to music.

Benefits

- songs, music and rhythm are enjoyable, and their very nature welcomes participation.
- words set to music are easier to remember and fun to sing later.
- music allows for the release of energy and creative expression.

Hints for Music and Songs

1. Practice songs ahead of time to make sure you know the words.
2. Have children participate by clapping, snapping fingers, playing rhythm band instruments, etc.
3. If you play an instrument, play through the song once, so that the children can hear the melody, and then sing.
4. When using a record, let the children move to the record, i.e., have a parade, play a game, or act out motions.
5. Have a puppet lead a song.

PICTURE BOOKS

Definition - a short storybook containing a brief text and at least 50% illustrations. It is usually for children through age eight, although not all picture books are for young children; they just have more illustrations.

Benefits - those cited in the general programming guidelines

Examples

- concept books
- adventures
- fantasies
- mysteries
- rhyming books
- folktales
- holiday books

Hints for Picture Books

1. Hold books high enough to be seen by all.
2. Hold pages open flat.
3. Hold pages at the top or bottom, so that your fingers do not cover the pages.
4. Do not block pages as you turn them.
5. Hold book steady and still.
6. If the audience is large, slowly move the book from side to side so that all can see it.
7. Find a copy in good or excellent condition, or order one in time for the program. A hardback copy is preferred over a paperback copy.
8. Speak loudly and clearly.
9. Animate your voice and perhaps alter your voice for each character's dialog, and alter loudness, pauses, etc.
10. If the book contains a repetitive element, let the children say it with you.
11. Let the children perform appropriate actions - get them involved in the story!
12. Resist asking children questions about the story - let them respond naturally.

PROPS

Definition - any two-dimensional or three-dimensional objects used to introduce stories and other program elements, or used during story-telling.

Philosophy - philosophies differ on the use of props, and some librarians discourage their use, believing that props distract the children and do little to enhance their imaginations. These librarians prefer to use no props when using picture books in a program because the pictures in the books were created to bring the story alive. Some librarians find props effective with story programs. A programmer should combine his/her personal philosophy with common sense, and make the decision on the basis of the individual story.

Props (cont.)

- Benefits
- helps hold young children's attention
 - gives visual variety
 - adds a surprise element
 - brings stories to life
 - can introduce a theme and get children to think about it

- Examples
- pictures of objects
 - felt pieces
 - puppets
 - toys

Hints for Props

1. Anything can be used as a prop. Good prop sources include old junk, tag sales, and toy stores, especially around Halloween.
2. Be on the lookout for fad items which will be useful in years to come, when children have forgotten them.
3. Small props are more practical, for storing and for packing a box with all materials needed for a program.
4. Collect props and organize them by categories, i.e., animals, foods, transportation, etc.
5. Preplan when and how to use the prop in each story.
6. Either hold the book and hold the prop at separate times, or practice holding the book while manipulating the prop.
7. Keep the props hidden from the children so that they will be a surprise at the proper time.
8. A prop may represent each character or object in a story and pop up over the top of the book to act out what the character or object in the story is doing.
9. Finger puppets tell a story with or without a book.
10. Each child can hold a prop and help act out the story.
11. A prop may be shown before a story to introduce its theme.
12. A prop may be magically pulled from a larger pocket or a decorative box.

PUPPETS

Definition - any character or object brought to life via movement and/or speech

Benefits

- adds an element of fun and excitement
- helps hold children's attention
- gives visual variety to a program
- brings stories to life
- can interact with children and encourage participation
- can be less threatening for children to respond to than an adult; this varies with the individual child
- can draw out shy children
- can be cuddly
- can lead to activities and introduce themes or stories
- can spark imaginative role playing and self-expression in children

Examples

- finger puppets, two or three dimensional
- hand puppets (sock, glove, plush-bodied, etc.)
- stick or rod puppets
- shadow puppets (with use of a curtain or overhead projector)
- cone puppets
- marionettes
- muppets
- giant body puppets which hook onto your hands and feet

Hints for Puppets for Use in Formal Shows

1. Keep each puppet moving to the rhythm of its dialog.
2. Keep puppet low enough so that puppeteer's arm is not visible.
3. Keep the puppet moving a bit when it's reacting to the dialog of others.
4. When possible, choreograph the puppets' interactions with each other.
5. Keep the puppet standing straight, not slumped over or leaning forward or backward.
6. Try adding songs to the script, and choreograph them to add variety to the show.
7. Have other staff members critique the performance during rehearsals.
8. Allow two months rehearsal time, and rehearse several times to perfect the performance.
9. Hang the script at eye level on the back of the curtain.

Hints for Puppets for Use in Formal Shows (cont.)

10. Color code the script so each character's lines are easily found.
11. Double check stage stability before each performance.
12. Have the stage area high enough for all in the audience to see unobstructed.
13. Use a stage with a narrow lip so that puppets are not obscured when children are looking up at the lip of the stage.
14. Set the curtain far enough back from the stage lip so that arm movements will not constantly cause movement of the curtain.
15. Be sure lighting is adequate behind the stage for script reading.
16. Be sure the curtain material is heavy enough so that the performers are not visible to the audience.
17. Have a staff member assigned to monitor the audience's behavior as the puppeteers cannot see or respond to the children. Monitor behavior to prevent children from blocking other children's views, grabbing at the puppets, etc.
18. Vary the puppets' costumes.
19. Use interesting, but simple, backdrops which will not distract from attention to the puppet.
20. Keep scenes very short, and vary characters, choreography and pace frequently.
21. Position yourself and the stage to minimize the discomfort resulting from staying in one position and holding your arms up for long periods of time.
22. Have puppets pop on and off the stage often enough for you to bring an arm down behind the stage, for flexing and to relieve cramping.
23. Vary characters' voices, manners of movement and personalities so that each character is unique.
24. Keep the plot simple.
25. The number of characters on stage should be no more than the number of available puppeteer hands.

Hints for Puppets for Informal Use

1. One programmer may read a book while a second programmer acts out the story with puppets.
2. Puppets may pop up over the top of a book at pertinent points in the story, if not distracting to the story.
3. Finger puppets may be stuck onto and removed from a glove with bits of velcro as a story is told.
4. Puppets may be clipped to a clothesline as an add-on story is told.
5. Puppets may introduce a program or certain elements of it, and may lead activities.
6. Puppets may sing songs, with or without recorded music in the background, but should always sing "live" to hold the children's attention.
7. Children may take on puppet roles in a story, or perform ad-libbed skits with puppets.
8. Preplan when and how puppets will be used in a program.
9. Have the puppets laid out in advance in the order in which they will be needed.
10. Rehearse the coordination of the puppets with the books, and rehearse each puppet's voice, movements and character.
11. Puppets may be purchased or may be made from any scrap materials, such as socks and cloth bits.
12. Even two-dimensional pictures glued onto sticks can become serviceable stick puppets.
13. Keep puppets hidden from the children's view until the appropriate moments.
14. Puppets are great as the unifying program element for a series of programs, and can wear costumes appropriate to the program's theme.

TRADITIONAL STORYTELLING

Definition - a method of storytelling which exposes children to stories without the use of books, props or pictures.

Benefits

- allows the children to develop listening skills
- expands a child's imagination
- gives children an opportunity to experience direct contact with the storyteller
- exposes children to a wide variety of literary forms, oral traditions and other cultures

Hints for Traditional Storytelling

1. Read a wide variety of stories, in order to select topics, themes and styles which are suitable for your needs.
2. Always use material that you like. Your feelings regarding the story will be perceived by your audience.
3. Practice the material a great deal. Practice in front of a mirror in order to study your body language. Tape record and/or videotape yourself and listen for awkward phrases, voice, pitch and pauses. Practice telling the story to another person and listen to his/her feedback.
4. Visualize the characters, the setting and the actions of the story. Knowing the elements of the story makes it easier to effectively relate the story to the audience.
5. List the major events of the story, making sure that you know the proper sequence in which they take place.
6. Copy words or phrases which must be repeated word for word. Memorize these phrases to ensure that the story flows and has continuity.
7. Read several versions of the same story, and use the style which is most natural for you.
8. Learn the material well enough so that you feel very comfortable with the story and will not be distracted by movements or interruptions from the audience.
9. Good starting points for selecting stories to tell traditionally include the 398's for fairy tales, fables and folklore, the 130's for ghost stories, the state and local history sections, and children's fiction. The Bibliography includes many sources for traditional storytelling.

UNIFYING PROGRAM ELEMENTS

Definition - a single prop or devise which is used at the opening and perhaps at the closing of each program.

Benefits

- ties a series of programs together
- gives a definitive beginning and ending to each program
- gives children the security of something that they can recognize, relate to, and participate in each week
- helps children to settle down and pay attention as the program begins
- makes children eager with anticipation of what the program will hold
- adds an element of fun

Examples

- a specific puppet (which introduces the program)
- a piece of music, (played live or on a recording)
- a box (from which a prop relating to the program is pulled)
- an action activity (a "settling-down exercise or a fingerplay)
- a candle (lit at the program's start and blown out at its conclusion)
- a parade (from the children's room to the program room, perhaps performing some motion, i.e., a story train)

Hints for Unifying Program Elements

1. The element should be brief, simple and easy for the children to learn.
2. The element should not pose a safety hazard.
3. The element should be able to put an abstract concept into concrete form, i.e., a visual prop or a physical activity.

EVALUATION PROCESS

Evaluation of Programmers - programmers are evaluated with the standard county evaluation form, the library employee performance evaluation form, and the BOS (Behavioral Objective Scale) form entitled "Children's Services Duties (Programming)." The BOS form should be used for the six month evaluation and annual evaluations, and may be used more frequently according to the supervisor's discretion. (See Appendix for copy of BOS form.)

Evaluation of Programs by the Public - The preschool evaluation form and the Summer Reading Club evaluation forms are used periodically (see five-year plan for frequencies) to evaluate programs. (See Appendix for copies of forms.)

CREATIVE USES OF AUDIOVISUAL EQUIPMENT

- I. Opaque projector: "A machine that uses a high intensity projection lamp to shine directly on flat opaque object or picture. Light is reflected from the picture into a reversing mirror, which sends its light through the lens system to the screen. Flat pictures or even three-dimensional objects can be inserted into the projector by lowering the platen. A severe limitation is that since light loss due to reflective projection is too great, the projected image - even in a darkened room - lacks the sharp, brilliant quality of a transparency. It cannot be used successfully in a normally lighted room." (Rosenberg, Media Equipment, pp. 142-143)

An opaque projector can be used to enlarge a picture, writing, or other figures.

Ideas for use: Flip chart stories, posters, big lettering, and puppet making (rod and shadow puppets).

- II. Overhead projector: "A machine which uses a light source to shine through a transparency - usually a 10" X 10" sheet of acetate containing printed, written, or drawn material which is placed on the platform of the projector. The image is then projected onto a screen behind the machine." (Rosenberg, Media Equipment, p. 146)

An overhead projector can also be used to project a shadow of figures on the wall.

Ideas for use: Flannelboard stories and picture books can be turned into an overhead projector story if you cut out the patterns. You can make the pieces from white construction paper and place them on the projector. The shadow of the figures appears on the wall. Coloring books are a good source for patterns. Be sure to check the copyright.

An overhead projector can also be used with transparency sheets. You can use the transparency sheets to draw figures and color them in with colored markers. This technique works well with action stories because it makes movement possible; for instance, a crawling inchworm.

EVALUATION PROCESS

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Audience Problems

Noisy Adults - Parents often forget to be attentive during the children's programs. If it is the first time that a particular adult has disturbed the program, wait until after the program is over, and then speak to the adult. Politely explain that it is disturbing to the children. If the disruption is very bad, stop the program and ask the adults to stop talking. After the program, speak to the adults and explain that the background noise interferes with the children's enjoyment of the program.

Habitually Late Arrivals - Some children arrive late to programs and make noisy entrances which disturb the other children. After the program, speak to the child and let him/her know that he/she is always welcome at the program, but remind him/her to make an effort to come in quietly. If possible, speak to the accompanying adult and remind the adult what time the program begins. Ask the adult to help the child remember to slip in quietly to the program.

Disruptive Children - Try to correct the child's behavior with the least amount of disruption to the program. If the child's parent is in the program, have the child sit with the parent. If the child is behaving very badly, ask to have another parent in the room take the child out. After the program, speak to the child and the parent about the disruptive behavior.

Infants with Parents - Occasionally, parents want to bring infants into programs which older siblings are attending. Ask the parent to take the infant out if it begins to cry or disrupt the program.

Toys, Food, Books and Puzzles - If children bring toys, food, books or puzzles into the story area, ask the child for the item, and hold it until after the story.

Unannounced Drop-Ins - If a group shows up without pre-scheduling a program, the children's librarian should conduct a program for the group, if possible. After the program, the programmer should explain to the group's leader that groups should schedule programs in advance.

No-Show Groups - If a scheduled group does not show up, call the group and remind them that they missed a program. Ask the group if it wants to reschedule. Habitual offenders shall be brought to the attention of your supervisor.

Habitually Late and No-Show Groups

Try sending them a letter of confirmation. Phone the day care the morning of the appointment to confirm. All problems should be dealt with politely and in a way that lets patrons know that we like them to attend our programs and use our services.

SUMMER READING CLUB PROMOTIONAL SCHOOL VISITS

In March contact school administration to set up March school principals' meeting. In February attend principals' meeting. After the meeting, programmers begin calling the principals of the schools to set up dates and times for visits. School visits begin the last three weeks of school.

When scheduling the visits, arrange the visit so that you see the entire school in 2-4 assemblies. For example, the classes may be grouped by grade levels: K-2, 3-4, and 5-6. Some schools, because of the size, may have to break each group by grade level. A 30 minute block of time allows for a 20 minute presentation and 10 minutes for the children to settle in and leave. Because of the bulk of school visits, travel light, taking only the essentials with you. You may want to bring along a cup or plastic glass for water.

When preparing school visits programmers should develop a program conducive to a large group. Take along a sample of the theme's logo and other premiums if available (eg. packets, game sheets, certificate, bookmarks, eraser, button, etc). Due to the size of your audience, the assemblies are often held in the cafeteria, gym, auditorium, and if large enough, the media center. Depending upon your location and group size, you may want to ask for a microphone. Arrive early enough at the school to set up and test microphone and other equipment.

The week before your school visit, call and confirm. To express our appreciation for the school's cooperation, send thank you notes.

The following list shows the schools that are visited each spring to promote the Summer Reading Program. The schools are grouped under the libraries responsible for the visits.

HEADQUARTERS

Ashley
Auman
Beaver Dam
Berrien
Cashwell
College Lakes
District 7
Coon
Eastover Central
Ferguson Easley
Gray's Creek
Hale
Howard
Jones
Long Hill
Martin
Morganton
Owen
Montclair
Ponderosa
Raleigh Road
Seabrook
Seventy First
Saunders
Stedman
Sunnyside
VanStory
Warrenwood
Westover

BORDEAUX/HOPE MILLS

Brentwood
Cliffdale
Collier
Cumberland Mills
Cumberland Road
Legion Road
McArthur
Rockfish
Sherwood Park

EUTAW/SPRING LAKE

Edgewood
Willis
Williams
Fayetteville Academy
Haynie
Lillian Black
Easam
Manchester
Wilkins



A note to children's groups. . .

The Cumberland County Public Library & Information Center offers special programs for organized groups such as day care centers, scout troops and school classes, and we'd welcome a visit from your group.

Teachers, troop leaders, day care instructors or other group leaders can arrange for programs by contacting the library location their group wishes to visit. Library programmers will schedule a special program time for your group.

Programs are offered for children three through twelve years of age. Library programs may include any of the following activities: storytelling, picturebooks, flannelboards, action stories, participation stories, songs, films, fingerplays, crafts and other story-related activities. Tours of library facilities are also available.

Group leaders are expected to accompany their group to the story area and supervise behavior during the program. For the children's added enjoyment, adults are encouraged to participate in program activities.

CANCELLATIONS -- In the event that your group will be unable to keep its scheduled appointment, the group leader should call the library. If time slots are available, the program will be rescheduled.

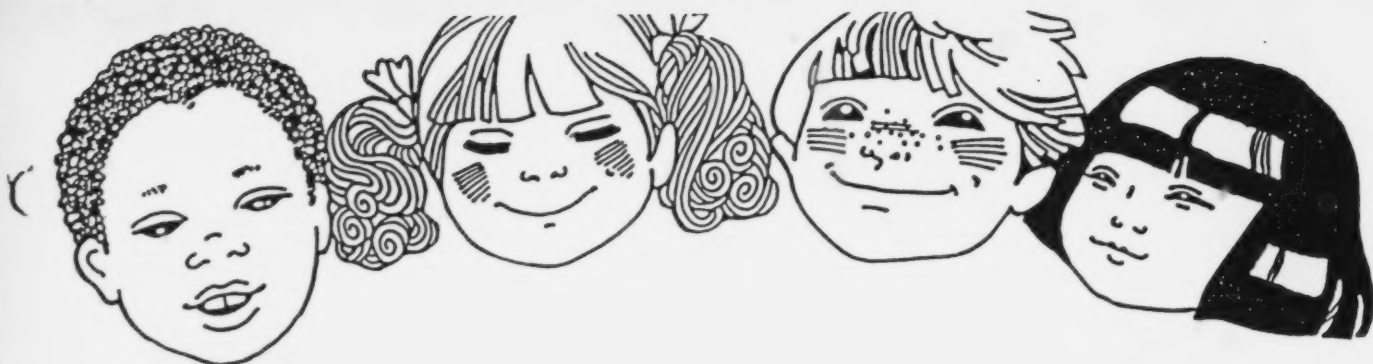
LATE ARRIVALS -- If your group is running late and will arrive at the library past the appointed time for its program to begin, the group leader should call the library to make sure the late arrival will not create scheduling difficulties.

We look forward to your visit. To schedule programs, arrange for tours, or for more information, please contact the location you wish to visit:

**HEADQUARTERS LIBRARY
EAST FAYETTEVILLE BRANCH LIBRARY
STEDMAN BRANCH LIBRARY**
Contact: Gail Terwilliger, 483-7365

**BORDEAUX BRANCH LIBRARY
HOPE MILLS BRANCH LIBRARY**
Contact: Julie Hunter, 424-4008

**EUTAW BRANCH LIBRARY
SPRING LAKE BRANCH LIBRARY**
Contact: Barbara Freedman, 484-3132



A note to parents. . .

Welcome to the public library -- your child's door to learning.

The Cumberland County Public Library & Information Center offers a wide range of children's programming designed for different age groups.

TODDLER PROGRAMS are for children 18-36 months old. Toddler programs last for 20 minutes and include activities such as picturebooks, puppets, fingerplays, songs, stories and flannelboards. A parent (or other adult at least 18 years old) must stay with toddlers during the program and should help the child participate in program activities.

PRESCHOOL PROGRAMS are for ages 3 to 5. These programs last for 30 minutes and include activities such as storytelling, picturebooks, flannelboards, fingerplays, puppets, films, songs, simple crafts and other story-related activities. Preschool programs are designed to provide young children with an opportunity to socialize with other children and to develop a sense of independence. While parents don't have to remain with preschoolers during programs, they must remain near the general programming area.

SCHOOLAGE PROGRAMS are for children in kindergarten through sixth grade. These programs last 30-45 minutes and include a combination of activities such as storytelling, action stories, participation stories, flannelboards, picturebooks, music, films, crafts, creative writing and other story-related activities.

SAFE CHILD POLICY -- Any child who is seven years old or younger must be accompanied by an adult who is at least 18 years old for the entire time he or she is visiting the library. When children of these ages are attending library programs, the accompanying adult must stay within the general programming area. For more information, ask to see a copy of the library's Safe Child Policy.

DIAL-A-STORY is the library's 24-hour storytelling service. Your child can hear a short recorded story, fable or fairytale simply by calling one of these two numbers: 323-2665 or 483-5437. The stories change weekly.

In order that all children receive the maximum enjoyment available from library programming, we ask that you bring your child to the programs designed for his/her age group. Also, no toys, books, puzzles or food of any kind should be brought to library programs, since these items can be distracting to your child, to other children attending the program and to library programmers.

If you have any questions or comments about library programs or services for young people, please call Children's Services at 483-7365.

CHILDREN'S SERVICES DUTIES (PROGRAMMING)

1. Is friendly to patrons
almost never 1 2 3 4 5 almost always
2. Learns quickly and remembers what is taught
almost never 1 2 3 4 5 almost always
3. Willing to accept responsibilities
almost never 1 2 3 4 5 almost always
4. Maintains "cool" when the unexpected occurs
almost never 1 2 3 4 5 almost always
5. Comes up with new program ideas
almost never 1 2 3 4 5 almost always
6. Offers reader's advisory services to children
almost never 1 2 3 4 5 almost always
7. Offers reader's advisory services to adults
almost never 1 2 3 4 5 almost always
8. Selects a good variety of materials to use in the program
almost never 1 2 3 4 5 almost always
9. Keeps supervisor informed of needs and activities
almost never 1 2 3 4 5 almost always
10. Selects books/stories suitable to age group
almost never 1 2 3 4 5 almost always
11. Selects films or filmstrips suitable to the age group
almost never 1 2 3 4 5 almost always
12. Selects activities that are suitable to the age group
almost never 1 2 3 4 5 almost always
13. Orders materials, films, etc, allowing adequate time for previews & purchasing
almost never 1 2 3 4 5 almost always
14. Provides prompt, complete and accurate information to the Community Relations Coordinator
almost never 1 2 3 4 5 almost always
15. Learns stories well
almost never 1 2 3 4 5 almost always
16. Previews materials prior to finalizing their use in a program
almost never 1 2 3 4 5 almost always
17. Arranges program area appropriately and accurately at least 30 minutes in advance of program
almost never 1 2 3 4 5 almost always
18. Tests equipment for proper working order before program
almost never 1 2 3 4 5 almost always

19. Exhibits self-confidence during program presentation (specify behavior)
almost never 1 2 3 4 5 almost always
20. Is enthusiastic about the library and shows it
almost never 1 2 3 4 5 almost always
21. Program length appropriate for the age (T:15-20 min/PS:30-35 min/SA:45-50 min)
almost never 1 2 3 4 5 almost always
22. Sets out extra books and so forth for the children to browse
almost never 1 2 3 4 5 almost always
23. Alerts patrons to future events at "base" location and others
almost never 1 2 3 4 5 almost always
24. Remembers the names of "regulars" to storytimes by the end of second program
almost never 1 2 3 4 5 almost always
25. Flannelboard stories, fingerplays and songs, and traditional stories are presented without the use of notes
almost never 1 2 3 4 5 almost always
26. Discusses children's behaviour out of sight and hearing of patrons
almost never 1 2 3 4 5 almost always
27. When working on a "team" presentation, communication is good between staff
almost never 1 2 3 4 5 almost always
28. Does fair share of work in "team" presentations
almost never 1 2 3 4 5 almost always
29. Manages "difficult" children in a timely and tactful manner
almost never 1 2 3 4 5 almost always
30. Manages "difficult" parents in a timely and tactful manner
almost never 1 2 3 4 5 almost always
31. Handles interruptions from other staff & patrons in a timely & tactful manner
almost never 1 2 3 4 5 almost always
32. Displays an attitude of really liking children
almost never 1 2 3 4 5 almost always
33. Shows enjoyment of doing program
almost never 1 2 3 4 5 almost always
34. Does not ask children a lot of questions or drill them on the stories, etc.
almost never 1 2 3 4 5 almost always
35. Suggests better ways of doing programs/procedures/services
almost never 1 2 3 4 5 almost always
36. Is an interesting storyteller - keeps kids spellbound
almost never 1 2 3 4 5 almost always
37. Makes sure publicity about program is distributed in the library
almost never 1 2 3 4 5 almost always

38. Makes sure publicity about the program is distributed in the community
almost never 1 2 3 4 5 almost always
39. When presenting a picture book story, holds book so all can see
almost never 1 2 3 4 5 almost always
40. Stays in children's area after program to help children and adults find things
almost never 1 2 3 4 5 almost always
41. Keeps children's shelves neat and orderly
almost never 1 2 3 4 5 almost always
42. Recommends titles and subjects for purchase on a regular basis
almost never 1 2 3 4 5 almost always
43. Does special things to make children's area inviting, displays, billboards, mobiles, etc.
almost never 1 2 3 4 5 almost always
44. Uses vocal variety and appropriate volume during presentation of program
almost never 1 2 3 4 5 almost always
45. Uses good grammar and proper pronunciation
almost never 1 2 3 4 5 almost always
46. Specific things to look for in storytelling
a) speed of presentation suited to story
almost never 1 2 3 4 5 almost always
b) pitch of voice suited to story
almost never 1 2 3 4 5 almost always
c) eye contact made with audience
almost never 1 2 3 4 5 almost always
d) gestures suited to story
almost never 1 2 3 4 5 almost always
47. Flannelboard
a) pieces are in order before beginning story
almost never 1 2 3 4 5 almost always
b) board is cleared of unnecessary pieces as story progresses
almost never 1 2 3 4 5 almost always
48. General
a) storyteller settles audience before starting
almost never 1 2 3 4 5 almost always
b) storyteller introduces story before beginning
almost never 1 2 3 4 5 almost always
c) storyteller is prepared to move quickly to next activity
almost never 1 2 3 4 5 almost always
49. Addresses "regulars" by name after no more than three programs
almost never 1 2 3 4 5 almost always
50. Uses "slack" time on desk to review appropriate materials
almost never 1 2 3 4 5 almost always

56-96	97-112	113-188	189-224	225-280
very poor	unsatisfactory	satisfactory	excellent	superior

PRESCHOOL PROGRAM EVALUATION

DEAR PARENT:

PLEASE TAKE A FEW MINUTES OF YOUR TIME TO FILL OUT THE FOLLOWING EVALUATION SO THAT THE LIBRARY CAN PROVIDE PROGRAMS TO MEET THE NEEDS OF YOUR CHILD.

1. How did you hear about the program?

☐ library staff ☐ monthly calendar of events ☐ newspaper
☐ other (please explain) _____

2. Why did you bring your child to this program?

☐ to help my child gain an appreciation for books and reading
☐ to encourage my child to visit the library for recreation
☐ to give my child a head start in learning and wanting to read
☐ to broaden my child's intellectual and social horizons
☐ other (please explain) _____

3. Was today's program scheduled on a convenient day and at a convenient time for you?

☐ yes ☐ no

4. What days and times are best for you?

5. Does your child appear to enjoy the story programs?

☐ yes ☐ no ☐ unsure

If so, in what way(s)? _____

6. What does your child like best about library programs?

☐ books ☐ fingerplays ☐ songs
☐ other children ☐ checking out books
☐ other (please explain) _____

7. What does your child like the least about library programs?

☐ books ☐ fingerplays ☐ songs
☐ other children ☐ checking out books
☐ other (please explain) _____

8. Does your child show any greater interest in books after attending library story programs?

☐ yes ☐ no ☐ unsure

9. Have library story programs helped you as a parent with reading to your child at home?

☐ yes ☐ no ☐ unsure

If so, how have they helped? _____

10. Does your child discuss the story programs spontaneously at home?
☐ yes ☐ no
11. Have you observed any growth (verbal, motor or social) in your child which you feel is related to his/her storytime experiences?
☐ yes ☐ no ☐ unsure
12. Did you check out library books for your child today?
☐ yes ☐ no
For yourself?
☐ yes ☐ no
13. What types of library programs would you like to see presented for preschoolers?
14. What types of library programs would you like to see presented for parents of preschoolers?
15. Comments and suggestions:

Book Selection Aids

001.62 Freeman, Judy Books Kids Will Sit Still For: A Guide to Using Children's Literature For Librarians, Teachers And Parents

B - E

RJ011.62 Butler, Dorothy Babies Need Books

HQ

R011.62 Gallo, Donald Books For You: A Booklist For Senior High Students

HQ - B - E - EF - HM - SL - ST

RJ011.62 Hopkins, Lee Bennett The Best Of Books Bonanza

HQ

011.62 Leonard, Charlotte Tied Together

HQ

JR011.62 Mahoney, Ellen Ready, Set, Read

HQ - B

RJ011.62 Opening Doors For Preschool Children And Their Parents

HQ - B - E - EF - HM - SL - ST

R011.62 Spache, George Good Reading For Poor Readers

B

R011.7 Good Reading

HQ

011.7 Van Doren, Charles The Joy Of Reading

HQ - B - E

RJ016.398 MacDonald, Margaret The Storyteller's Source Book

HQ

021.8 Walker, Elinor Book Bait (3rd Edition)

HQ - B - E - SL

J025.56 Marshall, Karen Back To Books: 200 Library Activities To Encourage Reading

HQ - B - E - EF - HM - SL - ST

- 027.625 Moore, Vardine Preschool Storyhour
HQ - B
- 027.625 Start Early for An Early Start
HQ - B - E - EF - HM - SL - ST
- 027.6251 Nichols, Judy Storytimes For Two Year Olds
HQ - B
- 027.65 Carlson, Ann Early Childhood Literature - Sharing Programs In Libraries
HQ - B
- 028.162 Kimmel, Margaret For Reading Out Loud
HQ - B - E - EF - HM - SL - ST
- 028.5 Butler, Dorothy Cushla & Her Books
HQ - B - E - HM
- 028-5 Butler, Dorothy Reading Begins At Home
B - EF - E - HM
- 028.5 Chambers, Aidan The Reluctant Reader
HQ
- 028.5 Motivating Children And Young Adults To Read
HQ
- 028.5 Paulin, Mary Ann Creative Uses Of Children's Literature
HQ - B - E - EF - HM - SL - ST
- J028.5 Pittsburg (University of) Stories To Tell Children: A Selected List
HQ - B - E - EF - HM - SL - ST
- 028.52 Carlson, G. Books & The Teenage Reader
HQ
- 028.52 Larrick, Nancy A Parent's Guide To Children's Reading
HQ - B

R028.52 Meacham, Mary Information Sources in Children's Literature

HQ

R028.52 Polette, Nancy E Is For Everybody: A Manual For Bringing Fine Picturebooks Into The Hands & Heads Of Children

HQ

028.52 Polette, Nancy Reading Guidance In A Media Age

HQ

028.52 Sadka, Myra Now Upon A Time

HQ

RJ028.52 Spirt, Diana Introducing More Books

HQ

J028.534 Thomas, James Sharing Books With Young Children

HQ - B - E - SL

JR028.55 Bauer, Caroline Celebrations

HQ - B - E - EF - HM - SL - ST

JR028.55 Bauer, Caroline This Way To Books

HQ - B

028.55 Copperman, Paul Taking Books To Heart

HQ - B - E - EF - HM - SL - ST

028.55 Hearne, Betty Choosing Books For Children

HQ - B - E - EF - HM - SL - ST

JR028.55 Polkingham, Anne Creative Encounters: Activities To Expand Children's Responses To Literature

HQ - B

RJ371.332 Ward, Winnifred Stories To Dramatize

HQ

372.2 Shedlock, Marie Art Of The Storyteller

HQ

372.4 Palewicz-Rousseau The Alphabet Connection

SL

J372.4 Polette, Nancy The Reader's Almanac

HQ - B - E

372.5 Carolson, Bernice Picture That!

B

372.5 Holte, Karen Ideas From The Pumpkin House

HQ - B

J372.6 Carolson, Bernice Listen! And Help Tell The Story!

HQ

J372.6 Mitchell, Lucy Here & Now Storybook For Two Year Olds

HQ - B

J372.6 Sawyer, Ruth Way Of The Storyteller

HQ - EF

J372.6 Tashjian, virginia Juba This And Juba That

HQ - B - E - EF - HM - SL - ST

372.6 Trelease, Jim Read Aloud Handbook

HQ - B - E - EF - HM - SL - ST

372.64 Baeur, Carolyn Handbook For Storytellers

HQ - B - E - EF - HM - SL - ST

372.64 Breneman, Lucille Once Upon A Time: A Storytelling Handbook

HQ - B - E - EF - HM - SL - ST

J372.64 Champlain, Connie Storytelling With Puppets

HQ

J372.64 Colwell, Eileen The Magic Umbrella And Other Stories For Telling

HQ - B - E

J372.64 DeWitt, Dorothy Children's Faces Looking Up: Program Building For The Storyteller

HQ - B

JR372.64 Livo, Norma Storytelling: Process & Practice

HQ

372.64 Mead, Margaret Twenty Tellable Tales: Audience Participation Folktales For The Beginning Storyteller

HQ - B - E

J372.64 Pellowski, Anne The Storyvine: A Source Of Unusual And Easy To Tell Stories From Around The World

HQ - B - E - EF - HM - SL - ST

J372.64 Peterson, Carolyn Story Programs: A Source Book Of Materials

HQ - B - E - EF - HM - SL - ST

J372.64 Peterson, S. Story Program Activities For Older Children

HQ - B - E

372.64 Ziskand, Sylvia Telling Stories To Children

HQ

J449.58 Pellowski, Anne The Family Storytelling Handbook

HQ - B - E

808.068 Baker, Augusta Storytelling: Art And Technique

HQ - B - HM - ST

J808.068 Bauer, Carolyn Celebrations

HQ - B - E - EF - HM - SL - ST

J808.068 Chambers, Aidan Booktalk

B

JR808.543 National Directory Of Storytellers

HQ

J808.543 Wilson, Jane The Story Experience

HQ

J808.8 Colwell, Eileen A Second Storyteller's Choice

B - E - HM - SL

Children's Magazines

Child Life
Children's Digest
Children's Playmate
Cobblestone - The History Magazine For Young Children
Cricket
Electric Company Magazine
Enter The World Of Science and Technology
Highlights For Children
Monkeyshines On America - Covering A Different State Each Month
National Geographic World
Odyssey - 25 Years In Space
Ranger Rick
Sesame Street
Stone Soup The Magazine By Children
3.2.1 Contact - Children's Television Workshop
Your Big Backyard

Children's Songs

Reference
016.784P

Index to Children's Songs: A Title, First Line, and Subject Index.
Compiled by Carolyn Sue Peterson.

HQ

J372.21F

Ring A Ring O'Roses: Stories, Games and Fingerplays for Pre-school Children.

HQ - B - EF - E - HM - ST

J398.8S

Sharon, Lois & Bram's Mother Goose: Songs, Finger Rhymes, Tickling Verses, Games, and More. collected by Sharon, Lois and Bram.

HQ - B

J398.8S

Sing Hey Diddle Diddle: 66 Nursery Rhymes With Their Traditional Tunes. Chosen by Beatrice H. Harrop.

HQ - B - E - HM - SL

J398.8W

Round and Round The Garden. compiled by Sarah Williams.

HQ - B - E

J783.65W

Wee Sing For Christmas. by Pamela Conn Beall and Susan Hagen.

HQ

J784K

Kaufman, William. UNICEF Book of Children's Songs.

HQ - HM

J784R

Roger, Fred. Mister Rogers Songbook.

E

J784S

Our Songs. Compiled by Mary Saunders.

HQ

J784S

Maurice Sendak's Really Rosie; Starring The Nutshell Kids.
Scenario, Lyrics, and Pictures by Sendak. Music by Carole King.

HQ - B - SL - HM - E

- J784.4R Ritchie, Jean. From Fair to Fair; Folk Songs Of The British Isles.
HM
- J784.495B Compiled by Donald Berger. Folksongs of Japanese Children.
FLC
- J784.5F The Family Car Songbook. ed. by Tom Mossman.
HQ - B - E - EF - HM - SL - ST
- J784.6C Crofut, Bill. The Moon On The One Hand.
HM - M - ST
- J784.6F Fowke, Edith. Sally Go Round The Sun; 300 Children's Songs, Rhymes, and Games.
HQ - B - HM
- J784.6G Garson, Eugenia. The Laura Ingalls Wilder Songbook.
HQ - B
- J784.6I Nicki Weiss. If You're Happy And You Know It: Eighteen Story Songs Set To Pictures.
HQ - B - E - HM
- J784.6L Langstaff, Nancy. Jim Along, Josie; A Collection of Folksongs And Singing Games For Young Children.
HQ - B
- J784.6P The Cat In The Hat Songbook. by Dr. Seuss.
HQ - B
- J784.6P Paston, Elizabeth. The Baby's Songbook.
HQ - B - HM - ST

- J784.6R The 2nd Raffi Songbook.
 HQ - E - B - HM - SL
- J784.6S Seeger, Ruth. American Folk Songs For Children In Home, School
 and Nursery School: A Book For children, Parents And Teachers.
 HQ - B - E - HM - SL - ST
- J784.6S The Sesame Street Song Book. Words and Music by Joe Raposo and
 Jeffrey Moss.
 HQ - B - E - HM
- J784.6W Wessells, Katherine. The Golden Song Book.
 HQ - B - E - HM - SL
- J784.6W Wilder, Alec. Lullabies And Night Songs.
 HQ
- J784.6W Winn, Marie. The Fireside Book Of Children's Songs.
 HQ - B - HM
- J784.61W Winn, Marie. Fireside Book Of Fun And Game Songs.
 HQ - B - ST
- J784.624B Beall, Pamela Conn. Wee Sing Nursery Rhymes And Lullabies.
 HQ - B
- J784.62B Beall, Pamela Conn. Wee Sing Silly Songs.
 HQ - B
- J784.624C The Children's Songbook.
 B - E
- J784.624F The Funny Songbook. Compiled by Ester L. Nelson.
 HQ - B - E - HM - SL
- J784.624G Glory, Glory How Peculiar. Compiled by Charles Keller.
 HQ - HM

- J784.624G Great Rounds Songbook. Compiled by Ester Nelson.
HQ - B - E - HM - SL
- J784.624L Langstaff, John. Sweetly Sings The Donkey: Animal Rounds For Children To Sing or Play On Recorders.
HQ - B - EF - HM - SL - ST
- J784.624M More Piggyback Songs.
B
- J784.624M The Mother Goose Songbook. Arranged by Carol Barratt.
B
- J784.624N Nelson, Ester. The Silly Song Book.
HQ - B - HM - SL
- J784.624W Piggyback Songs. Compiled by Jean Warren.
HQ - B
- J784.624Smi Smith, Edward. The Frogs Who Wanted A King, And Other Songs La Fontaine.
FLC
- J784.624T Tapales, Ramon. Singing And Growing For The Primary Grades.
FLC
- J784.624W Weissman, Jackie. Sniggles, Squirrels, And Chicken Pox.
B
- J784.624W Weissman, Jackie. Songs To Sing With Babies.
B

J796.13G Games - Songs With Prof. Dogg's Troupe: 44 Songs And Games With Activities. Chosen by Harriet Powell.

HQ

J796.13G Glazer, Tom. Do Your Ears Hang Low. Fifty More Musical Fingerplays.

HQ - B - E - HM - SL - ST

J796.13N Nelson, Esther. Dancing Games For Children For All Ages.

HQ - B - E - HM - SL - ST

J811.008R Ring Around The Moon. Edith Fowke.

HQ - B - ST

There are also picture books that have illustrated a song. Some examples include:

Hush Little Baby - Margot Zemach
Mary Wore Her Red Dress - Merle Peek
Old MacDonald Had A Farm - William Stabls
Go Tell Aunt Rhody - Alike

Costumes

- J391C Cunnington, Phillis. Costumes of the Seventeenth and Eighteenth Century.
HQ
- J391C Cunnington, Phillis. Medieval and Tudor Costumes.
HQ
- J391G Glovach, Linda. The Little Witch's Black Magic Book of Disguises.
EF - E - HQ - SL
- J391L Leeming, Joseph. The Costume Book.
HQ
- J646.47B Barkin, Carol. The Scary Halloween Costume Book.
HQ - B - E - EF - HM - SL - ST
- J646.47S Schnurnberger, Lynn. Kings, Queens, Knights and Jesters.
EF - SL
- J745.5 Conaway, Judith. Happy Haunting; Halloween Costumes You Can Make.
HQ - B - E
- J745.54C Chernoff, Goldie Taub. Easy Costumes You Don't Have To Sew.
HQ - B - E - HM - SL - ST
- J745.54P Pflug, Betsy. Funny Bags. (Grocery bag costumes)
HQ - B - HM - SL - ST
- J746.92P Purdy, Susan. Costumes For You To Make.
E - HQ

J792.026B Brunn - Rasmussen. Make-up, Costumes, and Masks for the Stage.

B - E - HQ

J792.026C Cummings, Richards. 101 Costumes for All Ages, All Occasions.

HQ - B - E - HM - SL - ST

J792.026G Greenhowe, Jean. Costumes for Nursery Tale Characters.

HQ - B - HM - ST - E

Crafts

The following is a very brief list of titles that can be found in the crafts section. These books can be very helpful for programmers who are looking for arts and crafts activities to use with groups. For a complete and current listing of the entire system's holdings, the programmer should check the computer.

J745.594 Corwin, Judith Easter Fun*

HQ - B - E - EF - HM - SL - ST

* This is part of a series of books with activities, crafts, customs, and recipes for all major holidays and seasons.

J745.5 Glovach, Linda Little Witch's Christmas Book*

HQ - B - HM

* The Little Witch series has books for all major holidays as well as seasonal books. The books contain activities, crafts, games and recipes.

J745.5 Graham, Ada Foxtails, Ferns & Fish Scales: A Handbook Of Art & Nature Projects

B

J745.5 Holz, Loretta The Christmas Spider: A Puppet Play From Poland & Other Traditional Games, Crafts And Activities

HQ - B - E

J745.5 Kinser, Charleen Outdoor Art For Kids

HQ - B - HM

J745.5 Satter, Helen Recipes For Arts & Crafts Materials

B

J745.51 Brown, Bruce Toothpick Sculpture & Ice-Cream Stick Art

B

J745.54 Severn, Bill 50 Ways to Have Fun With Old Newspapers

B

745.59 Vermeer, Jackie The Little Kid's 4 Seasons Craft Book

HQ - B

745.592 Flower, Cedric Puppets: Methods & Materials

B

Creative Dramatics

- R016.812K Kreider, Barbara A. Index To Children's Plays In Collections.
HQ
- 372.66 G Gillies, Emily. Creative Dramatics For All Children.
HQ - E
- J791.5T Tichenor, Tom. Folk Plays For Puppets You Can Make.
B
- J791.53C Champlin, Connie. Puppetry And Creative Dramatics In Storytelling.
HQ - B
- J791.53C Cochrane, Louise. Tabletop Theatres.
HQ
- J792C Carlson, Bernice Wells. Act It Out.
HM
- J792C Carlson, Bernice Wells. Let's Pretend It happened To You; A Real People and Storybook - People Approach To Creative Dramatics.
HQ - B - E - SL - ST
- 792.022M McSweeney, Maxine. Creative Children's Theatre For Home, School, Church and Playground.
B - E
- JR792.0226B Bauer, Caroline Feller. Presenting Reader's Theater: Plays And Poems To Read Aloud.
HQ - B
- J808.2P Pereira, Nancy. Creative Dramatics In The Library.
HQ - B - ST
- JR808.2S Siks, Geraldine Brain. Creative Dramatics, An Art For Children.
HQ

- J808.829N Nobleman, Roberta. 50 Projects For Creative Dramatics.
ST - SL
- J812A Alexander, Sue. Small Plays For Special Days.
HQ - B - EF - E - SL - ST
- J812B Bennett, Rowena. Creative Plays And Programs For Holidays; Royalty - Free Plays, Playlets, Group Readings, And Poems For Holiday And Seasonal Programs For Boys And Girls.
HQ
- J812B Bradley, Virginia. Is There An Actor In The House?: Dramatic Material From Pantomime To Play.
B
- J812C Carlson, Bernice Wells. Funny Bone Dramatics.
HQ - EF - E - HM - SL - ST
- J812H Halligan, Terry. Funny Skits And Sketches.
HQ - B - E - HM - SL
- J812K Korty, Carol. Plays From African Folktales: With Ideas For Acting, Dance, Costumes and Music.
HQ
- J812M Miller, Helen Louise. First Plays For Children: A Collection Of Little Plays For The Youngest Players.
HQ - E - HM - SL - ST - B
- 812S Space And Science Fiction Plays For Young People: A Collection Of One Act, Royalty Free Dramas, Comedies, Melodramas, Skits And Creative Dramatics.
HQ
- J812.002C Carroll, John. The "What Do You Mean I'm In Charge Of The School Pageant?" Handbook.
HQ - SL - HM - E - B
- J812.008K Kamerman, Sylvia. Dramatized Folk Tales Of The World; A Collection Of One Act Plays.
HQ - B

J812.54P Kamerman, Slyira, Plays From Favorite Folk Tales.

HQ - B - E - HM - SL

J812.54P Plays Of Black Americans.

HQ- SL - HM - E - B

Draw-n-Tell

J808.0685M Mallet, Jerry Stories To Draw

B - E - SL

J808.068543 Oldfield, Margaret Lots More Tell-n-Draw Stories

B

J808.068543 Oldfield, Margaret More Tell-n-Draw Stories

HQ

J808.0685430 Olson, Margaret Tell-n-Draw Stories

HQ

Flannelboards and Fingerplays

- J027.6251 Sierra, Judy. The Flannelboard Storytelling Book
B - E - HQ
- JR398.8 Delamar, Gloria. Children's Counting Out Rhymes
B - HQ
- J746.046 Wilmes, Liz. Finger Frolics
B
- J791.5 Keefe, Bette. Fingerpuppets, Fingerplays, And Holidays
HQ - B - E - EF - HM - SL - ST
- J793.7 Cromwell, Liz. Finger Frolics
HQ - B
- 793.7 Helfe, Harry. Tricks With Your Fingers
HQ - B
- J793.9 Brown, Marc. Finger Rhymes
B - HQ
- JR793.9 Colville, M. The Zoo Came To School (fingerplays)
B
- J793.9 Grayson. Let's Do Fingerplays
B - HQ - ST
- J793.9 Hogstrom, Daphne. My Big Book Of Fingerplays
B - SL
- 793.9 Roberts, Lynda. Mitt Magic
B
- 793.9 Scott, T. Rhymes For Fingers And Flannelboards
B - HQ - ST

Games

J394.268C Cole, Marion. Things To Make And Do For Easter

B - E - HM - HQ - SL

J649.58K Kaye, Peggy. Games For Reading: Playful Ways To Help Your Child Read

B - E - HM - HQ

J745.5R Razzi, Jim. Just For Kids! Things to Make, Do and See: Easy as 1-2-3

ST

J745.5R Razzi, Jim. Star Spangled Fun!

B - EF - HM

J790C Cave, Peter. 500 Games

HQ - E - EF - HM - SL - ST

J790.1R Robinson, Jeri. Activities For Anyone, Anytime, Anywhere

HQ - B - EF - E - HM - SL

790.19M Matterson, Elizabeth. Games For The Very Young

HQ - HM - SL

J790.192M McCoy, Elin. The Incredible Year-Round Playbook

HQ - B

J790.192M McPhee, Gribble Publishers. The Puffin Do It Yourself Book

HQ

J790.1922G Greenaway, Kate. Book Of Games

HQ - HM

J793B Bernarde, Anita. Games From Many Lands

E

J793C Cassell, Sylvia. Indoor Games And Activities

HQ - B - E - HM - ST

J793G Slovach, Linda. The Little Witch's Black Magic Book Of Games

B - E

J793M McLenighan, Valjean. International Games

HQ - E - HM - B - SL

J793.21C Corwin, Judith Hoffman. Birthday Fun

HQ - B - E - EF - HM - SL - ST

J793.4R Rockwell, Anne. Games (And How to Play Them

HQ - B - E - EF - HM - SL - ST

J793.7M McToots, Rudi. The Kid's Book Of Games For Cars, Trains & Planes

ST

J794C Conaway, Judith. Great Indoor Games From Trash And Other Things

B - HQ - SL - ST

J796C Cassell, Sylvia. Back-yard Games And Activities

HQ

J796.13N Nelson, Ester. Dancing Games For Children Of All Ages

HQ - B - E - EF - HM - SL - ST

J811.08J Jacobs, Allan. Sports And Games In Verse And Rhyme

SL

Puppetry

- 027.62R Renfro, Nancy. Puppet Corner in Every Library.
HQ - B - E - SL
- J372.1H Hunt, Tamara. Puppetry in Early Childhood Education.
HQ - B
- J372.1332C Creative Teaching With Puppets.
SL
- J372.64C Champlin, Connie. Storytelling With Puppets.
HQ (Also in Reference)
- 372.66H Hunt, Tamara. Pocketful of Puppets: Never Pick A Python For A Pet and Other Animal Poems.
HQ - B - HM - SL
- J745.5H Holy, Loretta. The Christmas Spider (a puppet play) from Poland.
HQ - B - E
- 745.592E Engler, Larry. Making Puppets Come Alive.
HQ
- 745.592F Flower, Cedric. Puppets, Methods and Materials.
HQ - B - E - EF - HM - SL - ST
- J791.5J Jagendorf, Marity. The First Book of Puppets.
HQ
- J791.5K Keefe, Bette. Fingerpuppets, Fingerplays and Holidays.
HQ - B - E - EF - HM - SL - ST
- J791.5M Mahlmann, Lewis. Puppet Plays For Young Players.
HQ - B - E - HM - ST

- J791.5P Pels, Gertrude. Easy Puppets.
E - HM - ST - B
- J791.5R Renfro, Nancy. Puppet Shows Made Easy!
HQ - E - HM - SL
- J791.5R Richter, Dorothy. Fell's Guide To Hand Puppets: How To Use And Make Them.
B
- J791.5R Ross, Laura. Holiday Puppets.
HQ
- RJ791.5W Williams, De Atnas. More Paper-bag Puppets.
HQ
- J791.53B Boylan, Eleanor. Puppet Plays For Special Days.
HQ
- J791.53C Champlin Connie. Puppetry and Creative Dramatics in Storytelling.
HQ - B
- 791.53J Jenkins, Peggy. The Magic of Puppetry.
HQ - B - E - HM - ST
- J791.53R Renfro, Nancy. Puppetry and The Art of Story Creation.
HQ - B - E
- J791.53R Ross, Laura. Finger Puppets.
HQ - B - E
- J791.53S Sullivan, Debbie. Pocketful Of Puppets: Activities For The Special Child With Mental, Physical, and Multiple Handicaps.
HQ - B - E - HM - SL
- 791.538M Mahlmann, Lewis. Folktale Plays For Puppets: Thirteen Royalty-free Plays For Hand Puppets, Rod Puppets, or Marionettes.
HQ - B - E

Story Collection

The following is a very brief listing which is representative of the type of story collections found in the 398 section. Stories from the oral tradition, folk tales, fairytales and nursery rhymes can be found in this area. Programmers should check the computer for complete up-to-date holdings for all the libraries in the system.

J398.2 Anderson Thumbelina And Other Fairy Tales

E

J398.2 Arbuthnot, May Time For Fairy Tales, Old And New

HQ

J398.2 Berger, Terry Black Fairy Tales

HQ - B - E - EF - HM - SL - ST

398.2 Dolch Fairy Tales From Spain

SL

J398.2 Gardner, John Dragon, Dragon And Other Tales

HQ - B

398.2 Jagendorf, Moritz Folktales Of The South

HQ - B - E - EF - HM - SL - ST

J398.2 Lang, Andrew The Blue Fairy Book

HQ - E

J398.2 Rockwell, Anne The Three Bears And 15 Other Stories

HQ - B - E - EF - HM - SL - ST

J398.21 Asbjornson, Peter East Of The Sun, West Of The Moon

HQ - E - EF

J398.21 Grimm, Jakob The Complete Grimm's Fairy Tales

HQ - B

J398.21 Manning-Sanders, Ruth A Book Of Princes & Princesses

HQ - B - E - EF - HM - SL - ST

J398.21 Robertson, Dorothy Fairy Tales From Vietnam

HQ

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Introduction

The Cumberland County Public Library & Information Center Mission Statement states that "we are the children's door to learning. Our goal is to stimulate children's intellectual curiosity about the world around them and instill a love of reading and preparation for life-long learning."

To fulfill these goals, CCPL&IC offers:

- programs for toddlers (ages 18-36 months) lasting 20 minutes
- programs for preschoolers (ages 3-5) lasting 30 minutes
- programs for school age children (K-6th grade) lasting 30-45 minutes.

Definition of a Program - any activity conducted by the library for a group of children.

Types of Audiences

- toddlers, preschoolers and school age children attending in-house public programs.
- daycare centers, school groups and community groups visiting the library or being visited by a library staff member.

Types of Programs

- storyhours
- puppet shows
- art and craft projects
- theatrical presentations
- musical performances
- book talks
- other related programs

Elements of programs

- books
- flannelboard stories
- fingerplays
- draw & tell and cut & tell stories
- puppets
- songs and music
- arts and crafts
- acting stories
- traditional storytelling
- other related elements

Benefits of Programs

Children's programs help to fulfill the library's mission of "informing and enlightening" the public by educating and entertaining children. The programs enhance children's skills in the following areas:

Intellectual Benefits

- gives books, reading and libraries a positive connotation
- expands knowledge of people, places, ideas, things
- teaches concepts (numbers, letters, sizes, etc.)
- enhances receptive language development skills
- develops memorization skills, i.e., in repeating rhymes and catchphrases

Cultural Benefits

- gives exposure to quality literature and poetry
- gives exposure to traditional tales of many cultures
- aids appreciation of other cultures and ways of life
- enhances appreciation of fine art work

Social Benefits

- allows participation in a group activity with peers
- develops an attention span
- improves the ability to sit quietly
- enhances listening skills
- aids ability to be apart from the parent for a while without anxiety
- teaches about cause and effect, problem solving, feelings, relationships, fitting into society, and other concepts, as experienced by characters in stories

Recreational Benefits

- entertains the children
- stimulates the imagination

Hints for Successful Programs

1. Plan a series of programs at one time. This allows you to have publicity forms prepared in advance, films or other media booked and previewed, and supplies ordered. It also ensures theme variety from week to week. Planning a series also saves time and increases efficiency, (e.g., go through a fingerplay book once with ten different themes in mind, rather than going through it ten different times).
2. Preplan the program's purpose and list all needed materials (including the magic marker for a draw and tell story or the lyrics for a song).
3. Preplan the order in which elements will be used.
4. Plan the dialog or props to help the flow from one activity to the next.
5. Unify each program with a common theme, but vary the plots and details of each portion of the program. The same book or story should not be used in the same session, and the same story or book should not be used more than once during a year at the same location with the same group or at the same time slot.
6. If certain equipment is needed at the branch, reserve ahead of time from the Audiovisual Department.
7. When using a film or filmstrip, have it threaded and ready to roll in the projector before the program. As with books and stories, the same films or filmstrips should not be used more than once a year with the same group or at the same time slot at any location.
8. Vary the types of activities and the length of each activity to avoid monotony.
9. Include some audience participation elements.
10. Rehearse. Have all materials arranged in the order in which they will be used in advance. Occasionally have someone critique the rehearsal.
11. Present each program in the same location (chosen for its pleasant environment and lack of distractions to provide continuity and security for the children).
12. When traveling from one branch to another, pack all necessary materials and have them arranged in the order in which they will be needed.
13. Make a checklist to ensure that nothing is forgotten.
14. Set up the room for the program 30 minutes in advance. Establish viewing area by setting out mats, arranging chairs or by marking off an area with tape.

Hints for Successful Programs (cont.)

15. Arrange room so that children have a minimum of distractions, e.g., are facing away from the door or window.
16. The programmer should use a chair which is slightly elevated. This will enable all children to see the pictures in the books, but still allow the programmer to be close enough to share effectively. A child-size chair or a stool is a good height.
17. Greet children before the program. When a class or other scheduled group arrives, greet at the front entrance to make them feel welcome.
18. If possible, have the children in the children's room of the library utilizing materials before the program.
19. To avoid restlessness, do not lead the children to the program room until the program is ready to begin.
20. Share books with the children after the program. Greeting and sharing books reinforces and extends the enjoyment of reading.
21. After performing a program, use knowledge gained from the children's reactions to modify the program before a second performance.
22. When showing films or filmstrips, the programmer should watch the film with interest. Reading a book or doing paperwork detracts from the children's enjoyment.

Selection Guidelines for Topics and Materials

Topics and materials should always be selected with the needs and interests of the audience in mind. Ideas for themes may be obtained from teachers, children and other programmers. Other programmers are also a source for materials and resources which may be borrowed from their personal collections.

Topic Selection

Audience factors

- age of the group
- motor development of the group
- cognitive development of the group
- attention span of the age group
- socio/economic and cultural background of the group
- number of children expected to attend

Other factors

- the season of the year
- upcoming holidays
- trends and fads of interest to the children
- local events or celebrations
- allotted time for program
- available space and setting

Materials Selection

Materials selection should be governed by the characteristics of the audience. Some characteristics are listed above. In addition, specific points on various types of materials are listed under the "Techniques" section. Titles which are helpful in selecting themes and materials are listed in the Bibliography.

Types of materials

- books
- flannelboards
- traditional stories
- music
- poems
- crafts
- fingerplays
- puppets
- action stories
- audiovisual materials
- creative uses of audiovisual materials

Techniques for Children's Programming

The following is a list of techniques useful for children's programming. It mentions their unique benefits to children (beyond those already cited), notes examples, and lists useful hints for working with these techniques. Consult the bibliography for further ideas.

ART PROJECTS

Definition - any activities in which children are drawing or creating something themselves, using any number of arts and crafts materials.

Benefits

- can add variety to a program and relate to its theme
- can teach about various subjects and cultures
- can give an appreciation of art and art history, and an aesthetic sensibility
- can teach various art techniques and the use of many materials
- can enhance fine motor skills
- can develop the imagination and inspire creativity and self-expression
- can create library displays that enrich the library environment, make it more inviting and make the children feel that they are a part of the library
- can give children useful or decorative objects for their homes, or to give as gifts to others
- can enhance writing skills
- are fun for children
- can develop independent decision-making and encourage children not be afraid to try something
- can give children the satisfaction of having produced something themselves

Examples

- drawing projects (illustrating voices, styles, time periods, or subject matter)
- construction projects (creating puppets, masks, diarams, etc.)
- writing projects (assembling books, newspapers, poetry collections, book reviews, etc.)

Sample Materials

- lined paper, colored paper
- pencils, colored pencils, crayons, markers, paint, chalk
- erasers, rulers, scissors, hole punches, staplers, brushes
- tape, glue
- colored tissues, cellophanes, foils, felts, cloth scraps
- yarn, ribbon
- socks, sparkles

Hints

1. Projects should be carefully preplanned, including the objectives, a list of all needed materials, the steps for doing the project, and any introductory dialog that will get the children interested (possibly including books to read, the history of the item to be made, etc.)
2. Always make a sample to show the children and demonstrate the steps during the first part of the program. If you make the sample first, you are able to isolate the steps and preparations involved in the project, and create a more cohesive program.
3. Try to avoid prefabricated projects such as mimeographed pictures and patterns for tracing. These stifle creativity, imply that there are "right" ways and "wrong" ways to create art and result in cookie-cutter projects. Prefabricated projects are contrary to the goals and benefits of any involvement in art, and they make children feel as if they have failed if their projects do not turn out "just like everyone else's."
4. For project ideas, look at craft books and themes in books such as Chase's Calendar of Events. Develop your own imagination by examining random materials and listing every conceivable use for them.
5. Art projects can be built around the central theme of the program, or they may actually be the central theme of the program.
6. Don't be afraid to tackle unusual projects. Don't feel that you must be an "artist" to inspire children to be creative.
7. Rehearse oral parts of the program in advance.
8. Avoid projects which are too messy, costly, unsafe, complex or delicate. Gear each of these factors to the age group.
9. Carefully organize materials and set up the work space in advance. Have extra materials on hand for any size crowd which may show up.
10. Center any materials which the children must share.
11. Less glue will be wasted if only the programmer handles the glue bottle and refills a few paperplates which the children can share, and can dip in popsicle sticks to avoid messy hands.
12. Have papertowels on hand for any spills.

Hints (cont.)

13. Protect floors and tables from messy materials and keep all scraps on one easy-to-clean surface.
14. Have books on the subject available for checking out.
15. When nonstock or regular supplies must be ordered, allow 2-3 months for their arrival.
16. Keep the children motivated during the project, encouraging them to take risks, test things and use their own ideas. Positively reinforce them during the project.
17. Carefully clean up from projects immediately, reorganizing each object in the materials box for easy access during future projects. Resharpen pencils and replace depleted supplies.

COSTUMES

Definition - any clothing or accessories worn to create a living character or to relate to a program theme.

Benefits

- pulls the elements of a program together
- adds life, fun and imagination to program
- excites the children and makes them curious about the events to come
- creates an overall atmosphere for a program

Examples

- generic "storyteller" outfits, such as a Mother Goose costume, or a skirt with large pockets from which to pull out props
- silly outfits (jester, clown)
- spooky outfits (witch, ghoul)
- animal outfits (rabbit, dog)
- inanimate object outfits (Statue of Liberty, house)
- national outfits (Japan, Mexico)
- historical outfits (Victorian, medieval)
- community people outfits (policeman, jogger)
- storybook characters (Pippi Longstocking, Snow White)

Hints

1. Old clothing and junk jewelry can be modified to become costumes.
2. Second-hand clothing stores and tag sales are great sources of authentic looking outfits.

Hints (cont.)

3. Simple tunic-style costumes can easily be sewn or even pinned together.
4. Odds and ends such as aluminum foil, pillow cases, styrofoam pieces and paperplates can be useful.
5. A simple hat or mask can give the impression of an outfit.
6. One basic piece of clothing can be recycled for several different costumes.
7. Halloween is a great time to pick up various masks and accessories for year-around use.
8. Fad items such as deemie boppers can be used in years to come, when children have forgotten about them and will wonder where you got them.
9. Collect costume pieces and accessories and organize them by category, i.e., skirts, masks, etc.
10. Puppets can wear costumes, too.
11. Kids respond wonderfully to costumes!

CREATIVE DRAMATICS

<u>Definition</u>	- stories which are acted out by the storyteller or by children in the audience
<u>Benefits</u>	- brings stories to life - encourage participation and cooperation - improves socialization - sparks imaginative role playing - decreases inhibitions when around strangers - encourages self-expression
<u>Examples</u>	- one person tells or reads a story while another mimes to the story - several people mime a situation or ad lib the appropriate dialog - children represent characters in a story and simply stand at the front of the room dressed as them, or speak their ad-libbed lines between the storyteller's narration - a skit is performed - a story is read to the children, and then children and storyteller act out the story together

Hints for Creative Dramatics

1. Stick to stories with very simple plot lines or action.
2. Use stories which lend themselves to a buildup of characters, but the characters should need to do nothing complicated. For example, The Big Turnip and The Golden Goose work very well.
3. Music may enhance a skit or activity.
4. Masks, hats and props relevant to each character promote the theatrical illusion and adds to the fun and humor.

READER'S THEATER

Definition - "Reader's Theater is a form of oral presentation with an emphasis on reading aloud rather than on memorization." (Bauer, Presenting Reader's Theater, P.2) Props, costumes, and stage settings can be added, but they are not necessary.

Benefits -

1. Children are exposed to different types of literature.
2. Children practice their reading.
3. Develop poise and stage presence.
4. Less intimidating because there is no memorization.
5. Social interaction with cast members and librarian.
6. No costumes or scenery.
7. Develops a fun and positive image of the library.
8. Encourages reading.

Hints

1. Pick a script. Scripts can be chosen for different age levels. K-2, 3-4, 5-6.
2. Sources for good scripts are plays, folktales, fairytales, and Easy books. Please consult the bibliography for suggested titles.
3. Build around a central theme, or do favorite stories.
4. Plan to have an assistant at all practices and performances.
5. Retype the script or blow it up to enlarge print. Make a copy for each cast member with extras.
6. Decide on age group, divide up script parts, and decide how many children are needed.
7. To reinforce pages, line the side with book tape before punching paper holes.

Hints cont.

8. Collect enough spiral notebooks for each person. Put script inside. After the program performance, each child may keep his script, but must return the spiral notebooks. You may be able to put them in paper folders for them to take home.
9. Highlight each part and the chorus. Number each notebook with the appropriate part number. After you read the scripts over with the children, assign parts and switch notebooks so each child has the notebook with the correct part highlighted.
10. Plan each practice's agenda and timetable.
11. Allow time for silent reading of the entire script and round robin reading. This familiarizes everyone with the script and relaxes them.
12. Plan introduction and get-to-know-you activities.
13. Plan for breaks during the practice. Bathroom, drinks as well as physical movements, stretches, and exercises. (Ask them to read over their parts while you work with other children on their parts.)
14. Type up a letter to be distributed to parents.
15. Type up a sign-up or registration sheet.
16. Send publicity to the community relations office.
17. Have someone else help judge the reading abilities and help assign parts.
18. Make a poster or banner for advertisement and hand out certificates at the end.
19. Encourage the children to speak up. Have them tilt their notebook up so that their voices project out to the audience.
20. Go over pronunciations, phrasing, and talk about characters.
21. Choose background music to play as the audience is taking their seat.
22. Choose a back up person for someone if they are having trouble keeping up with their part.
23. Be prepared for someone not showing up the day of the performance. Either take the part yourself, or assign it to another cast member.
24. Practice sessions of 2 hours twice a week and practicing one hour before performance works well. A good 30 minute performance can be prepared in one weeks time.

Example

Sample Program

Theme: Baseball Title: "Batters Up!"

Script: Scene from "You're A Good Man Charlie Brown" - T.E.A.M., and "Casey At The Bat". Finale: "Take Me Out To The Ballgame".

Suggestions for letter to parents:

Ban parents from rehearsals because children participate more freely without their influence. State practice sessions dates and times. State performance date and time. Explain what Reader's Theater is and what is expected of their children.
(See sample letter)

DRAW & TELL/CUT & TELL STORIES

Definition - a method of sharing stories which involves drawing a picture or cutting a picture out of paper.

Benefits

- stimulates a child's curiosity as he/she anticipates the outcome of the picture or figure.
- encourages the imagination
- serves as a break or change-up during the program

Hints

1. Lightly sketch the figure on your paper before cutting or drawing.
2. Practice several times before using to make sure the story flows.
3. Hold your hand and the paper so that the children can see.
4. Tape drawing paper on the flannelboard or use a clipboard for stability.
5. For variety, use colored markers.
6. As an extra activity, school-age children can participate by drawing the story when retold by the storyteller.

FINGERPLAYS

Definition - hand motor activities set to rhyme

Benefits

- develops dexterity and eye-hand coordination
- serves as a basic introduction to poetry
- links two activities together
- gets children involved; encourages participation
- lets children release pent-up restlessness

Hints for Fingerplays

1. Connect rhyme with the central program theme, a book, or a flannelboard story.
2. Go through the rhyme once; then ask the children to do it with you, and repeat.
3. To reinforce a finger rhyme, use it throughout the program, e.g., opening, closing.
4. Set the rhyme to music.
5. Use objects, felt or other materials to help with the rhyme, e.g., five little elephants placed on a flannelboard could introduce the rhyme.

FLANNELBOARD STORIES

Definition - stories using colored felt or Pellon figures to represent the elements of a story, rhyme or poem

Benefits

- gives children the opportunity to use their imaginations
- the flannel pieces allow children the chance to develop their listening skills
- provides children with visually attractive objects which allow them to identify with the story
- reinforces concepts such as size, color and counting

Hints for Making Flannelboard

1. Flannel stories may be purchased commercially-made. The Bibliography includes many sources for easy-to-make patterns.
2. Picturebooks are often the best source for patterns. Select patterns which can be easily seen and which are not too detailed. Coloring books are also a good source for patterns.
3. When coloring the pieces, use markers or crayons which will not bleed, run or fade.
4. When making pieces from Pellon, color on the smooth side of the fabric.
5. Stories and rhymes suitable for the flannelboard can be found in Kidstuff, in the 745's, the 793's, and the 392's. Many sources for flannelboard stories are listed in the Bibliography.

MUSIC AND SONGS

Definition - Music and songs can include background music from records and tapes, songs in picturebook form, singing with and without puppets, chanting set to a rhythm, creating music from rhythm band instruments, and playing musical instruments. Poetry and repetitive passages in books lend themselves to music.

Benefits - songs, music and rhythm are enjoyable, and their very nature welcomes participation.
- words set to music are easier to remember and fun to sing later.
- music allows for the release of energy and creative expression.

Hints for Music and Songs

1. Practice songs ahead of time to make sure you know the words.
2. Have children participate by clapping, snapping fingers, playing rhythm band instruments, etc.
3. If you play an instrument, play through the song once, so that the children can hear the melody, and then sing.
4. When using a record, let the children move to the record, i.e., have a parade, play a game, or act out motions.
5. Have a puppet lead a song.

PICTURE BOOKS

Definition - a short storybook containing a brief text and at least 50% illustrations. It is usually for children through age eight, although not all picture books are for young children; they just have more illustrations.

Benefits - those cited in the general programming guidelines

Examples - concept books
- adventures
- fantasies
- mysteries
- rhyming books
- folktales
- holiday books

Hints for Picture Books

1. Hold books high enough to be seen by all.
2. Hold pages open flat.
3. Hold pages at the top or bottom, so that your fingers do not cover the pages.
4. Do not block pages as you turn them.
5. Hold book steady and still.
6. If the audience is large, slowly move the book from side to side so that all can see it.
7. Find a copy in good or excellent condition, or order one in time for the program. A hardback copy is preferred over a paperback copy.
8. Speak loudly and clearly.
9. Animate your voice and perhaps alter your voice for each character's dialog, and alter loudness, pauses, etc.
10. If the book contains a repetitive element, let the children say it with you.
11. Let the children perform appropriate actions - get them involved in the story!
12. Resist asking children questions about the story - let them respond naturally.

PROPS

Definition - any two-dimensional or three-dimensional objects used to introduce stories and other program elements, or used during story-telling.

Philosophy - philosophies differ on the use of props, and some librarians discourage their use, believing that props distract the children and do little to enhance their imaginations. These librarians prefer to use no props when using picture books in a program because the pictures in the books were created to bring the story alive. Some librarians find props effective with story programs. A programmer should combine his/her personal philosophy with common sense, and make the decision on the basis of the individual story.

Props (cont.)

- Benefits
- helps hold young children's attention
 - gives visual variety
 - adds a surprise element
 - brings stories to life
 - can introduce a theme and get children to think about it

- Examples
- pictures of objects
 - felt pieces
 - puppets
 - toys

Hints for Props

1. Anything can be used as a prop. Good prop sources include old junk, tag sales, and toy stores, especially around Halloween.
2. Be on the lookout for fad items which will be useful in years to come, when children have forgotten them.
3. Small props are more practical, for storing and for packing a box with all materials needed for a program.
4. Collect props and organize them by categories, i.e., animals, foods, transportation, etc.
5. Preplan when and how to use the prop in each story.
6. Either hold the book and hold the prop at separate times, or practice holding the book while manipulating the prop.
7. Keep the props hidden from the children so that they will be a surprise at the proper time.
8. A prop may represent each character or object in a story and pop up over the top of the book to act out what the character or object in the story is doing.
9. Finger puppets tell a story with or without a book.
10. Each child can hold a prop and help act out the story.
11. A prop may be shown before a story to introduce its theme.
12. A prop may be magically pulled from a larger pocket or a decorative box.

PUPPETS

- Definition - any character or object brought to life via movement and/or speech
- Benefits
- adds an element of fun and excitement
 - helps hold children's attention
 - gives visual variety to a program
 - brings stories to life
 - can interact with children and encourage participation
 - can be less threatening for children to respond to than an adult; this varies with the individual child
 - can draw out shy children
 - can be cuddly
 - can lead to activities and introduce themes or stories
 - can spark imaginative role playing and self-expression in children
- Examples
- finger puppets, two or three dimensional
 - hand puppets (sock, glove, plush-bodied, etc.)
 - stick or rod puppets
 - shadow puppets (with use of a curtain or overhead projector)
 - cone puppets
 - marionettes
 - muppets
 - giant body puppets which hook onto your hands and feet

Hints for Puppets for Use in Formal Shows

1. Keep each puppet moving to the rhythm of its dialog.
2. Keep puppet low enough so that puppeteer's arm is not visible.
3. Keep the puppet moving a bit when it's reacting to the dialog of others.
4. When possible, choreograph the puppets' interactions with each other.
5. Keep the puppet standing straight, not slumped over or leaning forward or backward.
6. Try adding songs to the script, and choreograph them to add variety to the show.
7. Have other staff members critique the performance during rehearsals.
8. Allow two months rehearsal time, and rehearse several times to perfect the performance.
9. Hang the script at eye level on the back of the curtain.

Hints for Puppets for Use in Formal Shows (cont.)

10. Color code the script so each character's lines are easily found.
11. Double check stage stability before each performance.
12. Have the stage area high enough for all in the audience to see unobstructed.
13. Use a stage with a narrow lip so that puppets are not obscured when children are looking up at the lip of the stage.
14. Set the curtain far enough back from the stage lip so that arm movements will not constantly cause movement of the curtain.
15. Be sure lighting is adequate behind the stage for script reading.
16. Be sure the curtain material is heavy enough so that the performers are not visible to the audience.
17. Have a staff member assigned to monitor the audience's behavior as the puppeteers cannot see or respond to the children. Monitor behavior to prevent children from blocking other children's views, grabbing at the puppets, etc.
18. Vary the puppets' costumes.
19. Use interesting, but simple, backdrops which will not distract from attention to the puppet.
20. Keep scenes very short, and vary characters, choreography and pace frequently.
21. Position yourself and the stage to minimize the discomfort resulting from staying in one position and holding your arms up for long periods of time.
22. Have puppets pop on and off the stage often enough for you to bring an arm down behind the stage, for flexing and to relieve cramping.
23. Vary characters' voices, manners of movement and personalities so that each character is unique.
24. Keep the plot simple.
25. The number of characters on stage should be no more than the number of available puppeteer hands.

Hints for Puppets for Informal Use

1. One programmer may read a book while a second programmer acts out the story with puppets.
2. Puppets may pop up over the top of a book at pertinent points in the story, if not distracting to the story.
3. Finger puppets may be stuck onto and removed from a glove with bits of velcro as a story is told.
4. Puppets may be clipped to a clothesline as an add-on story is told.
5. Puppets may introduce a program or certain elements of it, and may lead activities.
6. Puppets may sing songs, with or without recorded music in the background, but should always sing "live" to hold the children's attention.
7. Children may take on puppet roles in a story, or perform ad-libbed skits with puppets.
8. Preplan when and how puppets will be used in a program.
9. Have the puppets laid out in advance in the order in which they will be needed.
10. Rehearse the coordination of the puppets with the books, and rehearse each puppet's voice, movements and character.
11. Puppets may be purchased or may be made from any scrap materials, such as socks and cloth bits.
12. Even two-dimensional pictures glued onto sticks can become serviceable stick puppets.
13. Keep puppets hidden from the children's view until the appropriate moments.
14. Puppets are great as the unifying program element for a series of programs, and can wear costumes appropriate to the program's theme.

TRADITIONAL STORYTELLING

Definition - a method of storytelling which exposes children to stories without the use of books, props or pictures.

Benefits

- allows the children to develop listening skills
- expands a child's imagination
- gives children an opportunity to experience direct contact with the storyteller
- exposes children to a wide variety of literary forms, oral traditions and other cultures

Hints for Traditional Storytelling

1. Read a wide variety of stories, in order to select topics, themes and styles which are suitable for your needs.
2. Always use material that you like. Your feelings regarding the story will be perceived by your audience.
3. Practice the material a great deal. Practice in front of a mirror in order to study your body language. Tape record and/or videotape yourself and listen for awkward phrases, voice, pitch and pauses. Practice telling the story to another person and listen to his/her feedback.
4. Visualize the characters, the setting and the actions of the story. Knowing the elements of the story makes it easier to effectively relate the story to the audience.
5. List the major events of the story, making sure that you know the proper sequence in which they take place.
6. Copy words or phrases which must be repeated word for word. Memorize these phrases to ensure that the story flows and has continuity.
7. Read several versions of the same story, and use the style which is most natural for you.
8. Learn the material well enough so that you feel very comfortable with the story and will not be distracted by movements or interruptions from the audience.
9. Good starting points for selecting stories to tell traditionally include the 398's for fairy tales, fables and folklore, the 130's for ghost stories, the state and local history sections, and children's fiction. The Bibliography includes many sources for traditional storytelling.

UNIFYING PROGRAM ELEMENTS

Definition - a single prop or devise which is used at the opening and perhaps at the closing of each program.

Benefits

- ties a series of programs together
- gives a definitive beginning and ending to each program
- gives children the security of something that they can recognize, relate to, and participate in each week
- helps children to settle down and pay attention as the program begins
- makes children eager with anticipation of what the program will hold
- adds an element of fun

Examples

- a specific puppet (which introduces the program)
- a piece of music, (played live or on a recording)
- a box (from which a prop relating to the program is pulled)
- an action activity (a "settling-down exercise or a fingerplay)
- a candle (lit at the program's start and blown out at its conclusion)
- a parade (from the children's room to the program room, perhaps performing some motion, i.e., a story train)

Hints for Unifying Program Elements

1. The element should be brief, simple and easy for the children to learn.
2. The element should not pose a safety hazard.
3. The element should be able to put an abstract concept into concrete form, i.e., a visual prop or a physical activity.

EVALUATION PROCESS

Evaluation of Programmers - programmers are evaluated with the standard county evaluation form, the library employee performance evaluation form, and the BOS (Behavioral Objective Scale) form entitled "Children's Services Duties (Programming)." The BOS form should be used for the six month evaluation and annual evaluations, and may be used more frequently according to the supervisor's discretion. (See Appendix for copy of BOS form.)

Evaluation of Programs by the Public - The preschool evaluation form and the Summer Reading Club evaluation forms are used periodically (see five-year plan for frequencies) to evaluate programs. (See Appendix for copies of forms.)

CREATIVE USES OF AUDIOVISUAL EQUIPMENT

- I. Opaque projector: "A machine that uses a high intensity projection lamp to shine directly on flat opaque object or picture. Light is reflected from the picture into a reversing mirror, which sends its light through the lens system to the screen. Flat pictures or even three-dimensional objects can be inserted into the projector by lowering the platen. A severe limitation is that since light loss due to reflective projection is too great, the projected image - even in a darkened room - lacks the sharp, brilliant quality of a transparency. It cannot be used successfully in a normally lighted room." (Rosenberg, Media Equipment, pp. 142-143)

An opaque projector can be used to enlarge a picture, writing, or other figures.

Ideas for use: Flip chart stories, posters, big lettering, and puppet making (rod and shadow puppets).

- II. Overhead projector: "A machine which uses a light source to shine through a transparency - usually a 10" X 10" sheet of acetate containing printed, written, or drawn material which is placed on the platform of the projector. The image is then projected onto a screen behind the machine." (Rosenberg, Media Equipment, p. 146)

An overhead projector can also be used to project a shadow of figures on the wall.

Ideas for use: Flannelboard stories and picture books can be turned into an overhead projector story if you cut out the patterns. You can make the pieces from white construction paper and place them on the projector. The shadow of the figures appears on the wall. Coloring books are a good source for patterns. Be sure to check the copyright.

An overhead projector can also be used with transparency sheets. You can use the transparency sheets to draw figures and color them in with colored markers. This technique works well with action stories because it makes movement possible; for instance, a crawling inchworm.

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Audience Problems

Noisy Adults - Parents often forget to be attentive during the children's programs. If it is the first time that a particular adult has disturbed the program, wait until after the program is over, and then speak to the adult. Politely explain that it is disturbing to the children. If the disruption is very bad, stop the program and ask the adults to stop talking. After the program, speak to the adults and explain that the background noise interferes with the children's enjoyment of the program.

Habitually Late Arrivals - Some children arrive late to programs and make noisy entrances which disturb the other children. After the program, speak to the child and let him/her know that he/she is always welcome at the program, but remind him/her to make an effort to come in quietly. If possible, speak to the accompanying adult and remind the adult what time the program begins. Ask the adult to help the child remember to slip in quietly to the program.

Disruptive Children - Try to correct the child's behavior with the least amount of disruption to the program. If the child's parent is in the program, have the child sit with the parent. If the child is behaving very badly, ask to have another parent in the room take the child out. After the program, speak to the child and the parent about the disruptive behavior.

Infants with Parents - Occasionally, parents want to bring infants into programs which older siblings are attending. Ask the parent to take the infant out if it begins to cry or disrupt the program.

Toys, Food, Books and Puzzles - If children bring toys, food, books or puzzles into the story area, ask the child for the item, and hold it until after the story.

Unannounced Drop-ins - If a group shows up without pre-scheduling a program, the children's librarian should conduct a program for the group, if possible. After the program, the programmer should explain to the group's leader that groups should schedule programs in advance.

No-Show Groups - If a scheduled group does not show up, call the group and remind them that they missed a program. Ask the group if it wants to reschedule. Habitual offenders shall be brought to the attention of your supervisor.

Habitually Late and No-Show Groups

Try sending them a letter of confirmation. Phone the day care the morning of the appointment to confirm. All problems should be dealt with politely and in a way that lets patrons know that we like them to attend our programs and use our services.

SUMMER READING CLUB PROMOTIONAL SCHOOL VISITS

In March contact school administration to set up March school principals' meeting. In February attend principals' meeting. After the meeting, programmers begin calling the principals of the schools to set up dates and times for visits. School visits begin the last three weeks of school.

When scheduling the visits, arrange the visit so that you see the entire school in 2-4 assemblies. For example, the classes may be grouped by grade levels: K-2, 3-4, and 5-6. Some schools, because of the size, may have to break each group by grade level. A 30 minute block of time allows for a 20 minute presentation and 10 minutes for the children to settle in and leave. Because of the bulk of school visits, travel light, taking only the essentials with you. You may want to bring along a cup or plastic glass for water.

When preparing school visits programmers should develop a program conducive to a large group. Take along a sample of the theme's logo and other premiums if available (eg. packets, game sheets, certificate, bookmarks, eraser, button, etc). Due to the size of your audience, the assemblies are often held in the cafeteria, gym, auditorium, and if large enough, the media center. Depending upon your location and group size, you may want to ask for a microphone. Arrive early enough at the school to set up and test microphone and other equipment.

The week before your school visit, call and confirm. To express our appreciation for the school's cooperation, send thank you notes.

The following list shows the schools that are visited each spring to promote the Summer Reading Program. The schools are grouped under the libraries responsible for the visits.

HEADQUARTERS

Ashley
Auman
Beaver Dam
Berrien
Cashwell
College Lakes
District 7
Coon
Eastover Central
Ferguson Easley
Gray's Creek
Hale
Howard
Jones
Long Hill
Martin
Morganton
Owen
Montclair
Ponderosa
Raleigh Road
Seabrook
Seventy First
Saunders
Stedman
Sunnyside
VanStory
Warrenwood
Wellons

BORDEAUX/HOPE MILLS

Brentwood
Cliffdale
Collier
Cumberland Mills
Cumberland Road
Legion Road
McArthur
Rockfish
Sherwood Park

EUTAW/SPRING LAKE

Edgewood
Willis
Williams
Fayetteville Academy
Haynie
Lillian Black
Easam
Manchester
Wilkins



A note to children's groups. . .

The Cumberland County Public Library & Information Center offers special programs for organized groups such as day care centers, scout troops and school classes, and we'd welcome a visit from your group.

Teachers, troop leaders, day care instructors or other group leaders can arrange for programs by contacting the library location their group wishes to visit. Library programmers will schedule a special program time for your group.

Programs are offered for children three through twelve years of age. Library programs may include any of the following activities: storytelling, picturebooks, flannelboards, action stories, participation stories, songs, films, fingerplays, crafts and other story-related activities. Tours of library facilities are also available.

Group leaders are expected to accompany their group to the story area and supervise behavior during the program. For the children's added enjoyment, adults are encouraged to participate in program activities.

CANCELLATIONS -- In the event that your group will be unable to keep its scheduled appointment, the group leader should call the library. If time slots are available, the program will be rescheduled.

LATE ARRIVALS -- If your group is running late and will arrive at the library past the appointed time for its program to begin, the group leader should call the library to make sure the late arrival will not create scheduling difficulties.

We look forward to your visit. To schedule programs, arrange for tours, or for more information, please contact the location you wish to visit:

**HEADQUARTERS LIBRARY
EAST FAYETTEVILLE BRANCH LIBRARY
STEDMAN BRANCH LIBRARY**
Contact: Gail Terwilliger, 483-7365

**BORDEAUX BRANCH LIBRARY
HOPE MILLS BRANCH LIBRARY**
Contact: Julie Hunter, 429-4008

**EUTAW BRANCH LIBRARY
SPRING LAKE BRANCH LIBRARY**
Contact: Barbara Freedman, 686-3132



A note to parents. . .

Welcome to the public library -- your child's door to learning.

The Cumberland County Public Library & Information Center offers a wide range of children's programming designed for different age groups.

TODDLER PROGRAMS are for children 18-36 months old. Toddler programs last for 20 minutes and include activities such as picturebooks, puppets, fingerplays, songs, stories and flannelboards. A parent (or other adult at least 18 years old) must stay with toddlers during the program and should help the child participate in program activities.

PRESCHOOL PROGRAMS are for ages 3 to 5. These programs last for 30 minutes and include activities such as storytelling, picturebooks, flannelboards, fingerplays, puppets, films, songs, simple crafts and other story-related activities. Preschool programs are designed to provide young children with an opportunity to socialize with other children and to develop a sense of independence. While parents don't have to remain with preschoolers during programs, they must remain near the general programming area.

SCHOOLAGE PROGRAMS are for children in kindergarten through sixth grade. These programs last 30-45 minutes and include a combination of activities such as storytelling, action stories, participation stories, flannelboards, picturebooks, music, films, crafts, creative writing and other story-related activities.

SAFE CHILD POLICY -- Any child who is seven years old or younger must be accompanied by an adult who is at least 18 years old for the entire time he or she is visiting the library. When children of these ages are attending library programs, the accompanying adult must stay within the general programming area. For more information, ask to see a copy of the library's Safe Child Policy.

DIAL-A-STORY is the library's 24-hour storytelling service. Your child can hear a short recorded story, fable or fairytale simply by calling one of these two numbers: 323-2665 or 402-5437. The stories change weekly.

In order that all children receive the maximum enjoyment available from library programming, we ask that you bring your child to the programs designed for his/her age group. Also, no toys, books, puzzles or food of any kind should be brought to library programs, since these items can be distracting to your child, to other children attending the program and to library programmers.

If you have any questions or comments about library programs or services for young people, please call Children's Services at 323-7365.

CHILDREN'S SERVICES DUTIES (PROGRAMMING)

1. Is friendly to patrons
almost never 1 2 3 4 5 almost always
2. Learns quickly and remembers what is taught
almost never 1 2 3 4 5 almost always
3. Willing to accept responsibilities
almost never 1 2 3 4 5 almost always
4. Maintains "cool" when the unexpected occurs
almost never 1 2 3 4 5 almost always
5. Comes up with new program ideas
almost never 1 2 3 4 5 almost always
6. Offers reader's advisory services to children
almost never 1 2 3 4 5 almost always
7. Offers reader's advisory services to adults
almost never 1 2 3 4 5 almost always
8. Selects a good variety of materials to use in the program
almost never 1 2 3 4 5 almost always
9. Keeps supervisor informed of needs and activities
almost never 1 2 3 4 5 almost always
10. Selects books/stories suitable to age group
almost never 1 2 3 4 5 almost always
11. Selects films or filmstrips suitable to the age group
almost never 1 2 3 4 5 almost always
12. Selects activities that are suitable to the age group
almost never 1 2 3 4 5 almost always
13. Orders materials, films, etc, allowing adequate time for previews & purchasing
almost never 1 2 3 4 5 almost always
14. Provides prompt, complete and accurate information to the Community Relations Coordinator
almost never 1 2 3 4 5 almost always
15. Learns stories well
almost never 1 2 3 4 5 almost always
16. Previews materials prior to finalizing their use in a program
almost never 1 2 3 4 5 almost always
17. Arranges program area appropriately and accurately at least 30 minutes in advance of program
almost never 1 2 3 4 5 almost always
18. Tests equipment for proper working order before program
almost never 1 2 3 4 5 almost always

19. Exhibits self-confidence during program presentation (specify behavior)
almost never 1 2 3 4 5 almost always
20. Is enthusiastic about the library and shows it
almost never 1 2 3 4 5 almost always
21. Program length appropriate for the age (T:15-20 min/PS:30-35 min/SA:45-50 min)
almost never 1 2 3 4 5 almost always
22. Sets out extra books and so forth for the children to browse
almost never 1 2 3 4 5 almost always
23. Alerts patrons to future events at "base" location and others
almost never 1 2 3 4 5 almost always
24. Remembers the names of "regulars" to storytimes by the end of second program
almost never 1 2 3 4 5 almost always
25. Flannelboard stories, fingerplays and songs, and traditional stories are presented without the use of notes
almost never 1 2 3 4 5 almost always
26. Discusses children's behaviour out of sight and hearing of patrons
almost never 1 2 3 4 5 almost always
27. When working on a "team" presentation, communication is good between staff
almost never 1 2 3 4 5 almost always
28. Does fair share of work in "team" presentations
almost never 1 2 3 4 5 almost always
29. Manages "difficult" children in a timely and tactful manner
almost never 1 2 3 4 5 almost always
30. Manages "difficult" parents in a timely and tactful manner
almost never 1 2 3 4 5 almost always
31. Handles interruptions from other staff & patrons in a timely & tactful manner
almost never 1 2 3 4 5 almost always
32. Displays an attitude of really liking children
almost never 1 2 3 4 5 almost always
33. Shows enjoyment of doing program
almost never 1 2 3 4 5 almost always
34. Does not ask children a lot of questions or drill them on the stories, etc.
almost never 1 2 3 4 5 almost always
35. Suggests better ways of doing programs/procedures/services
almost never 1 2 3 4 5 almost always
36. Is an interesting storyteller - keeps kids spellbound
almost never 1 2 3 4 5 almost always
37. Makes sure publicity about program is distributed in the library
almost never 1 2 3 4 5 almost always

38. Makes sure publicity about the program is distributed in the community
almost never 1 2 3 4 5 almost always
39. When presenting a picture book story, holds book so all can see
almost never 1 2 3 4 5 almost always
40. Stays in children's area after program to help children and adults find things
almost never 1 2 3 4 5 almost always
41. Keeps children's shelves neat and orderly
almost never 1 2 3 4 5 almost always
42. Recommends titles and subjects for purchase on a regular basis
almost never 1 2 3 4 5 almost always
43. Does special things to make children's area inviting, displays, billboards, mobiles, etc.
almost never 1 2 3 4 5 almost always
44. Uses vocal variety and appropriate volume during presentation of program
almost never 1 2 3 4 5 almost always
45. Uses good grammar and proper pronunciation
almost never 1 2 3 4 5 almost always
46. Specific things to look for in storytelling
a) speed of presentation suited to story
almost never 1 2 3 4 5 almost always
b) pitch of voice suited to story
almost never 1 2 3 4 5 almost always
c) eye contact made with audience
almost never 1 2 3 4 5 almost always
d) gestures suited to story
almost never 1 2 3 4 5 almost always
47. Flannelboard
a) pieces are in order before beginning story
almost never 1 2 3 4 5 almost always
b) board is cleared of unnecessary pieces as story progresses
almost never 1 2 3 4 5 almost always
48. General
a) storyteller settles audience before starting
almost never 1 2 3 4 5 almost always
b) storyteller introduces story before beginning
almost never 1 2 3 4 5 almost always
c) storyteller is prepared to move quickly to next activity
almost never 1 2 3 4 5 almost always
49. Addresses "regulars" by name after no more than three programs
almost never 1 2 3 4 5 almost always
50. Uses "slack" time on desk to review appropriate materials
almost never 1 2 3 4 5 almost always

56-96	97-112	113-188	189-224	225-280
very poor	unsatisfactory	satisfactory	excellent	superior

PRESCHOOL PROGRAM EVALUATION

DEAR PARENT:

PLEASE TAKE A FEW MINUTES OF YOUR TIME TO FILL OUT THE FOLLOWING EVALUATION SO THAT THE LIBRARY CAN PROVIDE PROGRAMS TO MEET THE NEEDS OF YOUR CHILD.

1. How did you hear about the program?
☐ library staff ☐ monthly calendar of events ☐ newspaper
☐ other (please explain) _____
2. Why did you bring your child to this program?
☐ to help my child gain an appreciation for books and reading
☐ to encourage my child to visit the library for recreation
☐ to give my child a head start in learning and wanting to read
☐ to broaden my child's intellectual and social horizons
☐ other (please explain) _____
3. Was today's program scheduled on a convenient day and at a convenient time for you?
☐ yes ☐ no
4. What days and times are best for you?
5. Does your child appear to enjoy the story programs?
☐ yes ☐ no ☐ unsure
If so, in what way(s)? _____
6. What does your child like best about library programs?
☐ books ☐ fingerplays ☐ songs
☐ other children ☐ checking out books
☐ other (please explain) _____
7. What does your child like the least about library programs?
☐ books ☐ fingerplays ☐ songs
☐ other children ☐ checking out books
☐ other (please explain) _____
8. Does your child show any greater interest in books after attending library story programs?
☐ yes ☐ no ☐ unsure
9. Have library story programs helped you as a parent with reading to your child at home?
☐ yes ☐ no ☐ unsure
If so, how have they helped? _____

10. Does your child discuss the story programs spontaneously at home?
☐ yes ☐ no
11. Have you observed any growth (verbal, motor or social) in your child which you feel is related to his/her storytime experiences?
☐ yes ☐ no ☐ unsure
12. Did you check out library books for your child today?
☐ yes ☐ no
For yourself?
☐ yes ☐ no
13. What types of library programs would you like to see presented for preschoolers?
14. What types of library programs would you like to see presented for parents of preschoolers?
15. Comments and suggestions:

Book Selection Aids

001.62 Freeman, Judy Books Kids Will Sit Still For: A Guide to Using Children's Literature For Librarians, Teachers And Parents

B - E

RJ011.62 Butler, Dorothy Babies Need Books

HQ

R011.62 Gallo, Donald Books For You: A Booklist For Senior High Students

HQ - B - E - EF - HM - SL - ST

RJ011.62 Hopkins, Lee Bennett The Best Of Books Bonanza

HQ

011.62 Leonard, Charlotte Tied Together

HQ

JR011.62 Mahoney, Ellen Ready, Set, Read

HQ - B

RJ011.62 Opening Doors For Preschool Children And Their Parents

HQ - B - E - EF - HM - SL - ST

R011.62 Spache, George Good Reading For Poor Readers

B

R011.7 Good Reading

HQ

011.7 Van Doren, Charles The Joy Of Reading

HQ - B - E

RJ016.398 MacDonald, Margaret The Storyteller's Secret Book

HQ

021.8 Walker, Elinor Book Belt (3rd Edition)

HQ - B - E - SL

2023.36 Marshall, Karen Back To Books: 200 Library Activities To Encourage Reading

HQ - B - E - EF - HM - SL - ST

027.625 Moore, Vardine Preschool Storyhour

HQ - B

027.625 Start Early for An Early Start

HQ - B - E - EF - IM - SL - ST

027.6251 Nichols, Judy Storytimes For Two Year Olds

HQ - B

027.65 Carlson, Ann Early Childhood Literature - Sharing Programs In Libraries

HQ - B

028.162 Kimmel, Margaret For Reading Out Loud

HQ - B - E - EF - IM - SL - ST

028.5 Butler, Dorothy Cushla & Her Books

HQ - B - E - IM

028-5 Butler, Dorothy Reading Begins At Home

B - EF - E - IM

028.5 Chambers, Aidan The Reluctant Reader

HQ

028.5 Motivating Children And Young Adults To Read

HQ

028.5 Paulin, Mary Ann Creative Uses Of Children's Literature

HQ - B - E - EF - IM - SL - ST

028.5 Pittsburg (University of) Stories To Tell Children: A Selected List

HQ - B - E - EF - IM - SL - ST

028.52 Carlson, G. Books & The Teenage Reader

HQ

028.52 Lortick, Nancy A Parent's Guide To Children's Reading

HQ - B

R028.52 Meacham, Mary Information Sources in Children's Literature

HQ

R028.52 Polette, Nancy E Is For Everybody: A Manual For Bringing Fine Picturebooks Into The Hands & Heads Of Children

HQ

028.52 Polette, Nancy Reading Guidance In A Media Age

HQ

028.52 Sadka, Myra Now Upon A Time

HQ

RJ028.52 Spirt, Diana Introducing More Books

HQ

J028.534 Thomas, James Sharing Books With Young Children

HQ - B - E - SL

JR028.55 Bauer, Caroline Celebrations

HQ - B - E - EF - HM - SL - ST

JR028.55 Bauer, Caroline This Way To Books

HQ - B

028.55 Copperman, Paul Taking Books To Heart

HQ - B - E - EF - HM - SL - ST

028.55 Hearne, Betty Choosing Books For Children

HQ - B - E - EF - HM - SL - ST

JR028.55 Polkingham, Anne Creative Encounrters: Activities To Expand Children's Responses To Literature

HQ - B

RJ371.332 Ward, Winnifred Stories To Dramatize

HQ

372.2 Shedlock, Marie Art Of The Storyteller

HQ

372.4 Palewicz-Rousseau The Alphabet Connection

SL

J372.4 Polette, Nancy The Reader's Almanac

HQ - B - E

372.5 Carolson, Bernice Picture That!

B

372.5 Holte, Karen Ideas From The Pumpkin House

HQ - B

J372.6 Carolson, Bernice Listen! And Help Tell The Story!

HQ

J372.6 Mitchell, Lucy Here & Now Storybook For Two Year Olds

HQ - B

J372.6 Sawyer, Ruth Way Of The Storyteller

HQ - EF

J372.6 Tashjian, virginia Juba This And Juba That

HQ - B - E - EF - HM - SL - ST

372.6 Trelease, Jim Read Aloud Handbook

HQ - B - E - EF - HM - SL - ST

372.64 Baeur, Carolyn Handbook For Storytellers

HQ - B - E - EF - HM - SL - ST

372.64 Breneman, Lucille Once Upon A Time: A Storytelling Handbook

HQ - B - E - EF - HM - SL - ST

J372.64 Champlain, Connie Storytelling With Puppets

HQ

J372.64 Colwell, Eileen The Magic Umbrella And Other Stories For Telling

HQ - B - E

J372.64 DeWitt, Dorothy Children's Faces Looking Up: Program Building For The Storyteller

HQ - B

JR372.64 Livo, Norma Storytelling: Process & Practice

HQ

372.64 Mead, Margaret Twenty Tellable Tales: Audience Participation Folktales For The Beginning Storyteller

HQ - B - E

J372.64 Pellowski, Anne The Storyvine: A Source Of Unusual And Easy To Tell Stories From Around The World

HQ - B - E - EF - HM - SL - ST

J372.64 Peterson, Carolyn Story Programs: A Source Book Of Materials

HQ - B - E - EF - HM - SL - ST

J372.64 Peterson, S. Story Program Activities For Older Children

HQ - B - E

372.64 Ziskand, Sylvia Telling Stories To Children

HQ

J449.58 Pellowski, Anne The Family Storytelling Handbook

HQ - B - E

808.068 Baker, Augusta Storytelling: Art And Technique

HQ - B - HM - ST

J808.068 Bauer, Carolyn Celebrations

HQ - B - E - EF - HM - SL - ST

J808.068 Chambers, Aidan Booktalk

B

JR808.543 National Directory Of Storytellers

HQ

J808.543 Wilson, Jane The Story Experience

HQ

J808.8 Colwell, Eileen A Second Storyteller's Choice

B - E - HM - SL

Children's Magazines

Child Life
Children's Digest
Children's Playmate
Cobblestone - The History Magazine For Young Children
Cricket
Electric Company Magazine
Enter The World Of Science and Technology
Highlights For Children
Monkeyshines On America - Covering A Different State Each Month
National Geographic World
Odyssey - 25 Years In Space
Ranger Rick
Sesame Street
Stone Soup The Magazine By Children
3.2.1 Contact - Children's Television Workshop
Your Big Backyard

Children's Songs

Reference

016.784P Index to Children's Songs: A Title, First Line, and Subject Index.
Compiled by Carolyn Sue Peterson.

HQ

J372.21F Ring A Ring O'Roses: Stories, Games and Fingerplays for Pre-school Children.

HQ - B - EF - E - HM - ST

J398.8S Sharon, Lois & Bram's Mother Goose: Songs, Finger Rhymes, Tickling Verses, Games, and More. collected by Sharon, Lois and Bram.

HQ - B

J398.8S Sing Hey Diddle Diddle: 66 Nursery Rhymes With Their Traditional Tunes. Chosen by Beatrice H. Harrop.

HQ - B - E - HM - SL

J398.8W Round and Round The Garden. compiled by Sarah Williams.

HQ - B - E

J783.65W Wee Sing For Christmas. by Pamela Conn Beall and Susan Hagen.

HQ

J784K Kaufman, William. UNICEF Book of Children's Songs.

HQ - HM

J784R Roger, Fred. Mister Rogers Songbook.

E

J784S Our Songs. Compiled by Mary Saunders.

HQ

J784S Maurice Sendak's Really Rosie; Starring The Nutshell Kids.
Scenario, Lyrics, and Pictures by Sendak. Music by Carole King.

HQ - B - SL - HM - E

- J784.4R Ritchie, Jean. From Fair to Fair; Folk Songs Of The British Isles.
HM
- J784.495B Compiled by Donald Berger. Folksongs of Japanese Children.
FLC
- J784.5F The Family Car Songbook. ed. by Tom Mossman.
HQ - B - E - EF - HM - SL - ST
- J784.6C Crofut, Bill. The Moon On The One Hand.
HM - M - ST
- J784.6F Fowke, Edith. Sally Go Round The Sun; 300 Children's Songs, Rhymes, and Games.
HQ - B - HM
- J784.6G Garson, Eugenia. The Laura Ingalls Wilder Songbook.
HQ - B
- J784.6I Nicki Weiss. If You're Happy And You Know It: Eighteen Story Songs Set To Pictures.
HQ - B - E - HM
- J784.6L Langstaff, Nancy. Jim Along, Josie; A Collection of Folksongs And Singing Games For Young Children.
HQ - B
- J784.6P The Cat In The Hat Songbook. by Dr. Seuss.
HQ - B
- J784.6P Paston, Elizabeth. The Baby's Songbook.
HQ - B - HM - ST

- J784.6R The 2nd Raffi Songbook.
 HQ - E - B - HM - SL
- J784.6S Seeger, Ruth. American Folk Songs For Children In Home, School
 and Nursery School: A Book For children, Parents And Teachers.
 HQ - B - E - HM - SL - ST
- J784.6S The Sesame Street Song Book. Words and Music by Joe Raposo and
 Jeffrey Moss.
 HQ - B - E - HM
- J784.6W Wessells, Katherine. The Golden Song Book.
 HQ - B - E - HM - SL
- J784.6W Wilder, Alec. Lullabies And Night Songs.
 HQ
- J784.6W Winn, Marie. The Fireside Book Of Children's Songs.
 HQ - B - HM
- J784.61W Winn, Marie. Fireside Book Of Fun And Game Songs.
 HQ - B - ST
- J784.624B Beall, Pamela Conn. Wee Sing Nursery Rhymes And Lullabies.
 HQ - B
- J784.62B Beall, Pamela Conn. Wee Sing Silly Songs.
 HQ - B
- J784.624C The Children's Songbook.
 B - E
- J784.624F The Funny Songbook. Compiled by Ester L. Nelson.
 HQ - B - E - HM - SL
- J784.624G Glory, Glory How Peculiar. Compiled by Charles Keller.
 HQ - HM

- J784.624G Great Rounds Songbook. Compiled by Ester Nelson.
HQ - B - E - HM - SL
- J784.624L Langstaff, John. Sweetly Sings The Donkey: Animal Rounds For Children To Sing or Play On Recorders.
HQ - B - EF - HM - SL - ST
- J784.624M More Piggyback Songs.
B
- J784.624M The Mother Goose Songbook. Arranged by Carol Barratt.
B
- J784.624N Nelson, Ester. The Silly Song Book.
HQ - B - HM - SL
- J784.624W Piggyback Songs. Compiled by Jean Warren.
HQ - B
- J784.624Smi Smith, Edward. The Frogs Who Wanted A King, And Other Songs La Fontaine.
FLC
- J784.624T Tapales, Ramon. Singing And Growing For The Primary Grades.
FLC
- J784.624W Weissman, Jackie. Sniggles, Squirrels, And Chicken Pox.
B
- J784.624W Weissman, Jackie. Songs To Sing With Babies.
B

J796.13G Games - Songs With Prof. Dogg's Troupe: 44 Songs And Games With Activities. Chosen by Harriet Powell.

HQ

J796.13G Glazer, Tom. Do Your Ears Hang Low. Fifty More Musical Fingerplays.

HQ - B - E - HM - SL - ST

J796.13N Nelson, Esther. Dancing Games For Children For All Ages.

HQ - B - E - HM - SL - ST

J811.008R Ring Around The Moon. Edith Fowke.

HQ - B - ST

There are also picture books that have illustrated a song. Some examples include:

Hush Little Baby - Margot Zemach
Mary Wore Her Red Dress - Merle Peek
Old MacDonald Had A Farm - William Stables
Go Tell Aunt Rhody - Alike

Costumes

- J391C Cunnington, Phillis. Costumes of the Seventeenth and Eighteenth Century.
HQ
- J391C Cunnington, Phillis. Medieval and Tudor Costumes.
HQ
- J391G Glovach, Linda. The Little Witch's Black Magic Book of Disguises.
EF - E - HQ - SL
- J391L Leeming, Joseph. The Costume Book.
HQ
- J646.47B Barkin, Carol. The Scary Halloween Costume Book.
HQ - B - E - EF - HM - SL - ST
- J646.47S Schnurnberger, Lynn. Kings, Queens, Knights and Jesters.
EF - SL
- J745.5 Conaway, Judith. Happy Haunting; Halloween Costumes You Can Make.
HQ - B - E
- J745.54C Chernoff, Goldie Taub. Easy Costumes You Don't Have To Sew.
HQ - B - E - HM - SL - ST
- J745.54P Pflug, Betsy. Funny Bags. (Grocery bag costumes)
HQ - B - HM - SL - ST
- J746.92P Purdy, Susan. Costumes For You To Make.
E - HQ

J792.026B Brunn - Rasmussen. Make-up, Costumes, and Masks for the Stage.

B - E - HQ

J792.026C Cummings, Richards. 101 Costumes for All Ages, All Occasions.

HQ - B - E - HM - SL - ST

J792.026G Greenhowe, Jean. Costumes for Nursery Tale Characters.

HQ - B - HM - ST - E

Crafts

The following is a very brief list of titles that can be found in the crafts section. These books can be very helpful for programmers who are looking for arts and crafts activities to use with groups. For a complete and current listing of the entire system's holdings, the programmer should check the computer.

J745.594 Corwin, Judith Easter Fun*

HQ - B - E - EF - HM - SL - ST

* This is part of a series of books with activities, crafts, customs, and recipes for all major holidays and seasons.

J745.5 Glovach, Linda Little Witch's Christmas Book*

HQ - B - HM

* The Little Witch series has books for all major holidays as well as seasonal books. The books contain activities, crafts, games and recipes.

J745.5 Graham, Ada Foxtails, Ferns & Fish Scales: A Handbook Of Art & Nature Projects

B

J745.5 Holz, Loretta The Christmas Spider: A Puppet Play From Poland & Other Traditional Games, Crafts And Activities

HQ - B - E

J745.5 Kinser, Charleen Outdoor Art For Kids

HQ - B - HM

J745.5 Satter, Helen Recipes For Arts & Crafts Materials

B

J745.51 Brown, Bruce Toothpick Sculpture & Ice-Cream Stick Art

B

J745.54 Severn, Bill 50 Ways to Have Fun With Old Newspapers

B

745.59 Vermeer, Jackie The Little Kid's 4 Seasons Craft Book

HQ - B

745.592 Flower, Cedric Puppets: Methods & Materials

B

Creative Dramatics

- R016.812K Kreider, Barbara A. Index To Children's Plays In Collections.
HQ
- 372.66 G Gillies, Emily. Creative Dramatics For All Children.
HQ - E
- J791.5T Tichenor, Tom. Folk Plays For Puppets You Can Make.
B
- J791.53C Champlin, Connie. Puppetry And Creative Dramatics In Storytelling.
HQ - B
- J791.53C Cochrane, Louise. Tabletop Theatres.
HQ
- J792C Carlson, Bernice Wells. Act It Out.
HM
- J792C Carlson, Bernice Wells. Let's Pretend It happened To You; A Real People and Storybook - People Approach To Creative Dramatics.
HQ - B - E - SL - ST
- 792.022M McSweeney, Maxine. Creative Children's Theatre For Home, School, Church and Playground.
B - E
- JR792.0226B Bauer, Caroline Feller. Presenting Reader's Theater: Plays And Poems To Read Aloud.
HQ - B
- J808.2P Pereira, Nancy. Creative Dramatics In The Library.
HQ - B - ST
- JR808.2S Siks, Geraldine Brain. Creative Dramatics, An Art For Children.
HQ

- J808.829N Nobleman, Roberta. 50 Projects For Creative Dramatics.
ST - SL
- J812A Alexander, Sue. Small Plays For Special Days.
HQ - B - EF - E - SL - ST
- J812B Bennett, Rowena. Creative Plays And Programs For Holidays; Royalty - Free Plays, Playlets, Group Readings, And Poems For Holiday And Seasonal Programs For Boys And Girls.
HQ
- J812B Bradley, Virginia. Is There An Actor In The House?: Dramatic Material From Pantomine To Play.
B
- J812C Carlson, Bernice Wells. Funny Bone Dramatics.
HQ - EF - E - HM - SL - ST
- J812H Halligan, Terry. Funny Skits And Sketches.
HQ - B - E - HM - SL
- J812K Korty, Carol. Plays From African Folktales: With Ideas For Acting, Dance, Costumes and Music.
HQ
- J812M Miller, Helen Louise. First Plays For Children: A Collection Of Little Plays For The Youngest Players.
HQ - E - HM - SL - ST - B
- 812S Space And Science Fiction Plays For Young People: A Collection Of One Act, Royalty Free Dramas, Comedies, Melodramas, Skits And Creative Dramatics.
HQ
- J812.002C Carroll, John. The "What Do You Mean I'm In Charge Of The School Pageant?" Handbook.
HQ - SL - HM - E - B
- J812.008K Kamerman, Sylvia. Dramatized Folk Tales Of The World; A Collection Of One Act Plays.
HQ - B

J812.54P Kamerman, Slyira, Plays From Favorite Folk Tales.

HQ - B - E - HM - SL

J812.54P Plays Of Black Americans.

HQ- SL - HM - E - B

Draw-n-Tell

J808.0685M Mallet, Jerry Stories To Draw

B - E - SL

J808.068543 Oldfield, Margaret Lots More Tell-n-Draw Stories

B

J808.068543 Oldfield, Margaret More Tell-n-Draw Stories

HQ

J808.0685430 Olson, Margaret Tell-n-Draw Stories

HQ

Flannelboards and Fingerplays

- J027.6251 Sierra, Judy. The Flannelboard Storytelling Book
B - E - HQ
- JR398.8 Delamar, Gloria. Children's Counting Out Rhymes
B - HQ
- J746.046 Wilmes, Liz. Finger Frolics
B
- J791.5 Keefe, Bette. Fingerpuppets, Fingerplays, And Holidays
HQ - B - E - EF - HM - SL - ST
- J793.7 Cromwell, Liz. Finger Frolics
HQ - B
- 793.7 Helfe, Harry. Tricks With Your Fingers
HQ - B
- J793.9 Brown, Marc. Finger Rhymes
B - HQ
- JR793.9 Colville, M. The Zoo Came To School (fingerplays)
B
- J793.9 Grayson. Let's Do Fingerplays
B - HQ - ST
- J793.9 Hogstrom, Daphne. My Big Book Of Fingerplays
B - SL
- 793.9 Roberts, Lynda. Mitt Magic
B
- 793.9 Scott, T. Rhymes For Fingers And Flannelboards
B - HQ - ST

Games

J394.268C Cole, Marion. Things To Make And Do For Easter

B - E - HM - HQ - SL

J649.58K Kaye, Peggy. Games For Reading: Playful Ways To Help Your Child Read

B - E - HM - HQ

J745.5R Razzi, Jim. Just For Kids! Things to Make, Do and See: Easy as 1-2-3

ST

J745.5R Razzi, Jim. Star Spangled Fun!

B - EF - HM

J790C Cave, Peter. 500 Games

HQ - E - EF - HM - SL - ST

J790.1R Robinson, Jeri. Activities For Anyone, Anytime, Anywhere

HQ - B - EF - E - HM - SL

790.19M Matterson, Elizabeth. Games For The Very Young

HQ - HM - SL

J790.192M McCoy, Elin. The Incredible Year-Round Playbook

HQ - B

J790.192M McPhee, Gribble Publishers. The Puffin Do It Yourself Book

HQ

J790.1922G Greenaway, Kate. Book Of Games

HQ - HM

J793B Bernarde, Anita. Games From Many Lands

E

J793C Cassell, Sylvia. Indoor Games And Activities

HQ - B - E - HM - ST

J793G Slovach, Linda. The Little Witch's Black Magic Book Of Games

B - E

J793M McLenighan, Valjean. International Games

HQ - E - HM - B - SL

J793.21C Corwin, Judith Hoffman. Birthday Fun

HQ - B - E - EF - HM - SL - ST

J793.4R Rockwell, Anne. Games (And How to Play Them

HQ - B - E - EF - HM - SL - ST

J793.7M McToots, Rudi. The Kid's Book Of Games For Cars, Trains & Planes

ST

J794C Conaway, Judith. Great Indoor Games From Trash And Other Things

B - HQ - SL - ST

J796C Cassell, Slyvia. Back-yard Games And Activities

HQ

J796.13N Nelson, Ester. Dancing Games For Children Of All Ages

HQ - B - E - EF - HM - SL - ST

J811.08J Jacobs, Allan. Sports And Games In Verse And Rhyme

SL

Puppetry

- 027.62R Renfro, Nancy. Puppet Corner in Every Library.
HQ - B - E - SL
- J372.1H Hunt, Tamara. Puppetry in Early Childhood Education.
HQ - B
- J372.1332C Creative Teaching With Puppets.
SL
- J372.64C Champlin, Connie. Storytelling With Puppets.
HQ (Also in Reference)
- 372.66H Hunt, Tamara. Pocketful of Puppets: Never Pick A Python For A Pet and Other Animal Poems.
HQ - B - HM - SL
- J745.5H Holy, Loretta. The Christmas Spider (a puppet play) from Poland.
HQ - B - E
- 745.592E Engler, Larry. Making Puppets Come Alive.
HQ
- 745.592F Flower, Cedric. Puppets, Methods and Materials.
HQ - B - E - EF - HM - SL - ST
- J791.5J Jagendorf, Marity. The First Book of Puppets.
HQ
- J791.5K Keefe, Bette. Fingerpuppets, Fingerplays and Holidays.
HQ - B - E - EF - HM - SL - ST
- J791.5M Mahlmann, Lewis. Puppet Plays For Young Players.
HQ - B - E - HM - ST

- J791.5P Pels, Gertrude. Easy Puppets.
E - HM - ST - B
- J791.5R Renfro, Nancy. Puppet Shows Made Easy!
HQ - E - HM - SL
- J791.5R Richter, Dorothy. Fell's Guide To Hand Puppets: How To Use And Make Them.
B
- J791.5R Ross, Laura. Holiday Puppets.
HQ
- RJ791.5W Williams, De Atnas. More Paper-bag Puppets.
HQ
- J791.53B Boylan, Eleanor. Puppet Plays For Special Days.
HQ
- J791.53C Champlin Connie. Puppetry and Creative Dramatics in Storytelling.
HQ - B
- 791.53J Jenkins, Peggy. The Magic of Puppetry.
HQ - B - E - HM - ST
- J791.53R Renfro, Nancy. Puppetry and The Art of Story Creation.
HQ - B - E
- J791.53R Ross, Laura. Finger Puppets.
HQ - B - E
- J791.53S Sullivan, Debbie. Pocketful Of Puppets: Activities For The Special Child With Mental, Physical, and Multiple Handicaps.
HQ - B - E - HM - SL
- 791.538M Mahlmann, Lewis. Folktale Plays For Puppets: Thirteen Royalty-free Plays For Hand Puppets, Rod Puppets, or Marionettes.
HQ - B - E

Story Collection

The following is a very brief listing which is representative of the type of story collections found in the 398 section. Stories from the oral tradition, folk tales, fairytales and nursery rhymes can be found in this area. Programmers should check the computer for complete up-to-date holdings for all the libraries in the system.

- J398.2 Anderson Thumbelina And Other Fairy Tales
 E
- J398.2 Arbuthnot, May Time For Fairy Tales, Old And New
 HQ
- J398.2 Berger, Terry Black Fairy Tales
 HQ - B - E - EF - HM - SL - ST
- 398.2 Dolch Fairy Tales From Spain
 SL
- J398.2 Gardner, John Dragon, Dragon And Other Tales
 HQ - B
- 398.2 Jagendorf, Moritz Folktales Of The South
 HQ - B - E - EF - HM - SL - ST
- J398.2 Lang, Andrew The Blue Fairy Book
 HQ - E
- J398.2 Rockwell, Anne The Three Bears And 15 Other Stories
 HQ - B - E - EF - HM - SL - ST
- J398.21 Asbjornson, Peter East Of The Sun, West Of The Moon
 HQ - E - EF
- J398.21 Grimm, Jakob The Complete Grimm's Fairy Tales
 HQ - B
- J398.21 Manning-Sanders, Ruth A Book Of Princes & Princesses
 HQ - B - E - EF - HM - SL - ST
- J398.21 Robertson, Dorothy Fairy Tales From Vietnam
 HQ